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New Series Vol. V

OCTOBER, 1912

## CONTENTS

What Lies Behind the Methods of Research Work—  
Hawkins

A Selective System of Admission to Colleges—

Faculty Advisers and the Registrar—J. T. ...

Mental and Spiritual Development—Barnes ...

What Important Contributions to Educational Advancement  
might be Made by the Best Use of ...

Possible Scope of a Handbook for Teachers—Dr. ...

A Uniform Standard in Reading—J. L. ...

The Registrar's Part in Corporate Building—

For organization of Association, Program, and ...

For Business Section, see pages 223-225.

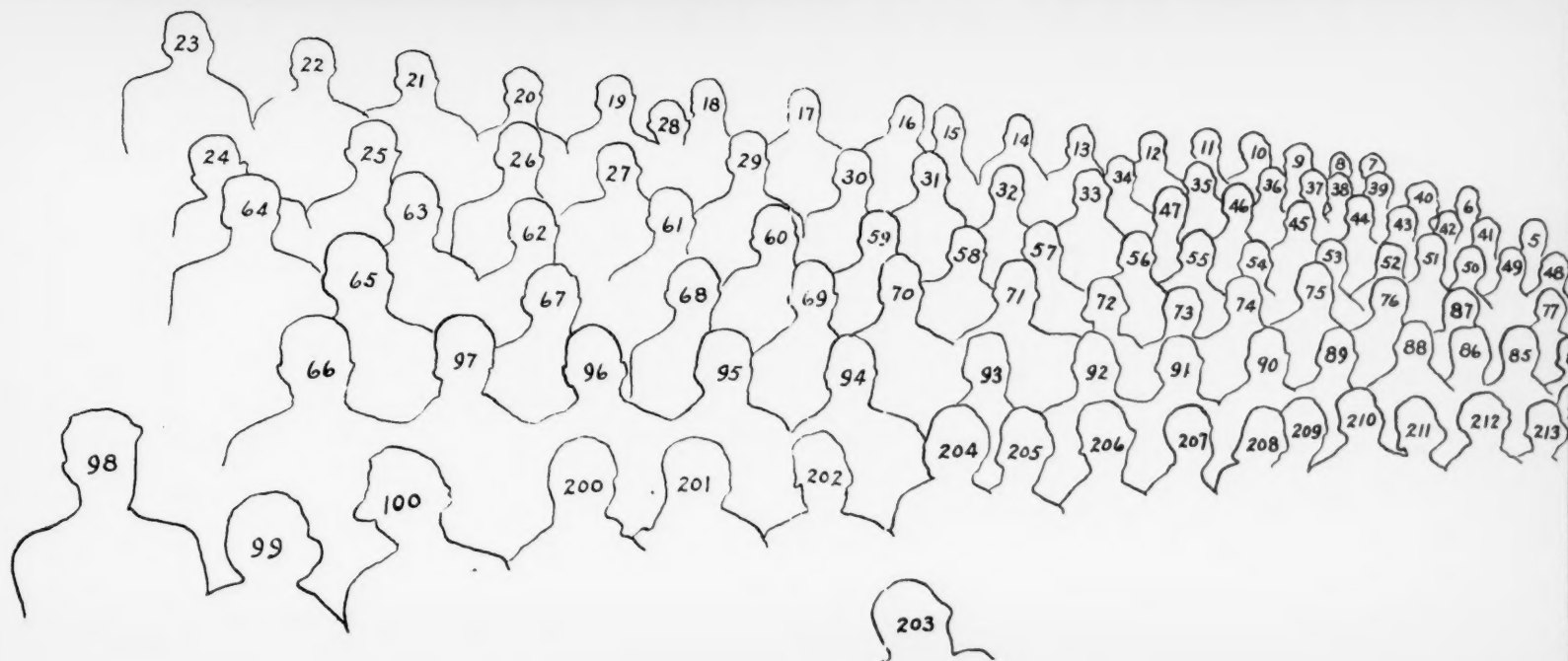
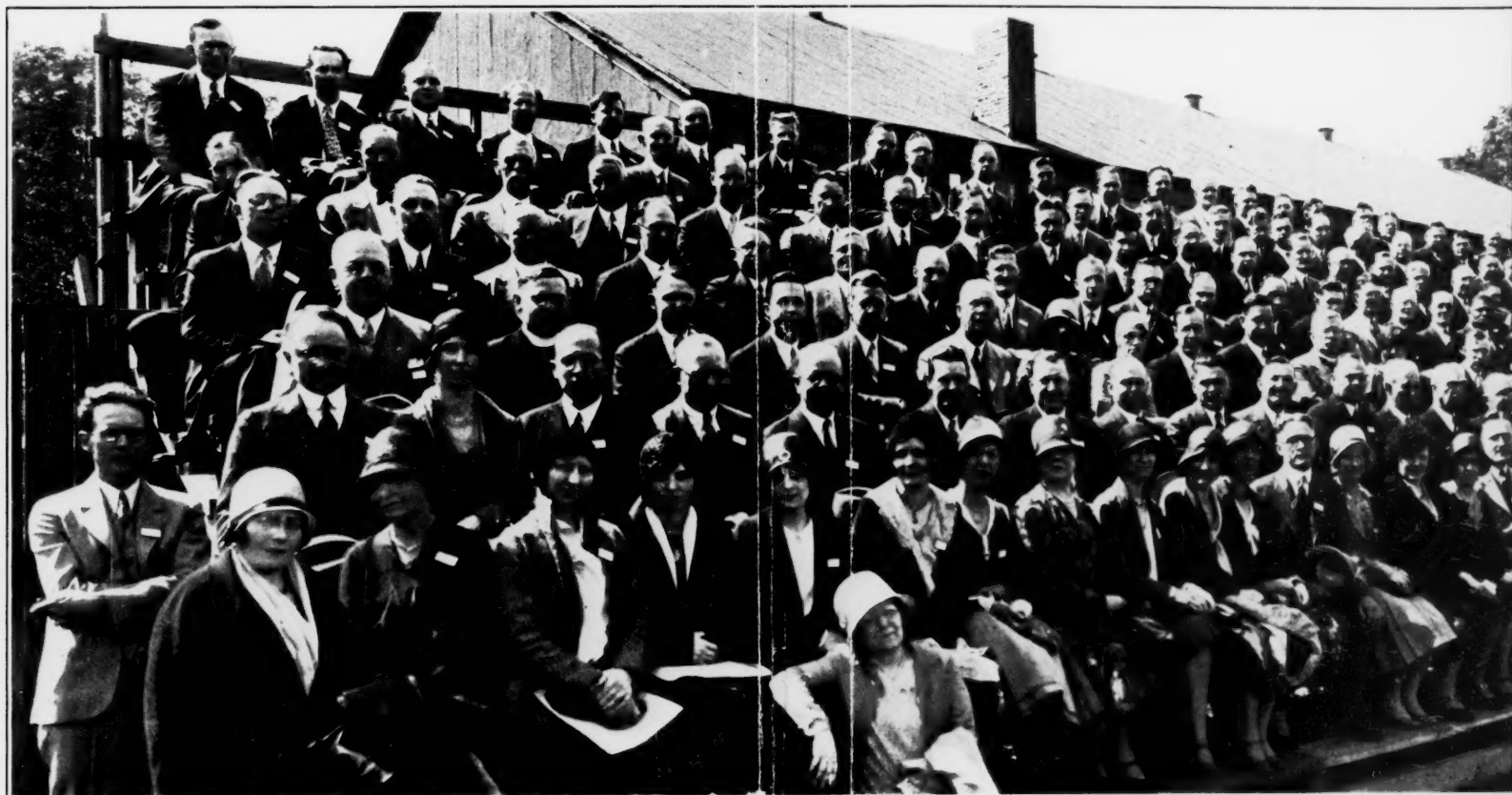
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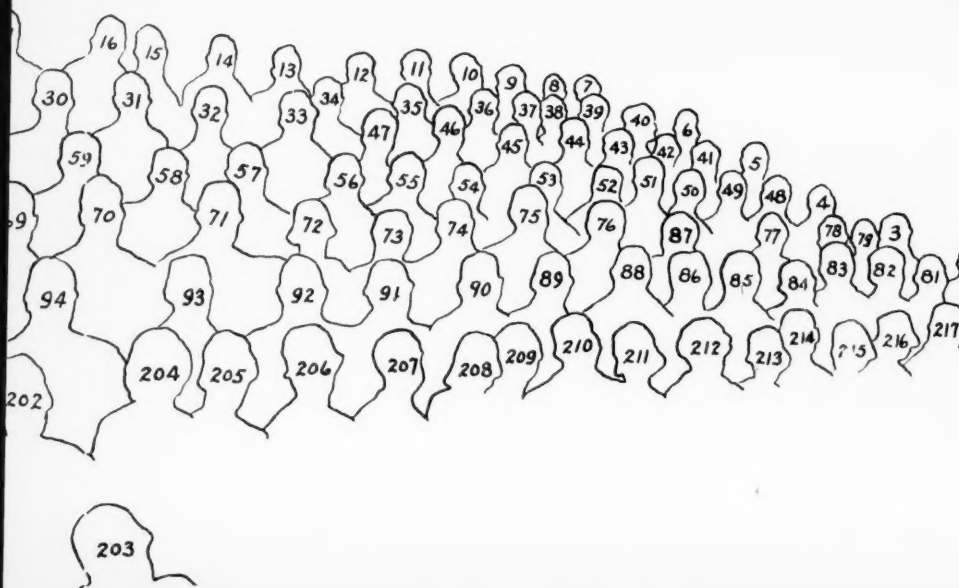
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The Eighteenth Annual Convention of the American Association of Collegiate Registrars held at



A large group of people, mostly men in suits and hats, posing in bleachers outdoors. The group is arranged in many rows, filling the frame. The background shows a building and trees.



# Memphis, Tennessee, April 15, 16, and 17, 1930.



- 1 E. J. Grant
- 2 Miss A. B. Gary
- 3 Miss B. McCandless
- 4 V. C. Clinch
- 5 J. P. Hall
- 6 F. E. Nessel
- 7 W. F. Kerr
- 8 C. E. Marquardt
- 9 B. L. Stradley
- 10 D. L. Rich
- 11 G. C. Jackson
- 12 S. W. Canada
- 13 A. L. Jones
- 14 I. M. Smith
- 15 F. L. Kerr
- 16 C. E. Friley
- 17 R. W. Bixler
- 18 S. K. Turossinski
- 19 E. F. Bradford
- 20 C. W. Edwards
- 21 H. W. Chandler
- 22 C. S. Kilby
- 23 C. E. Deakins
- 24 N. C. Beasley
- 25 E. R. Tucker
- 26 F. M. Allen
- 27 D. A. Shirley
- 28 G. A. Simmons
- 29 M. Rix
- 30 W. R. Mitchell
- 31 H. H. Caldwell
- 32 G. Y. Short
- 33 A. F. Southwick
- 34 E. H. Munn
- 35 F. B. Lee

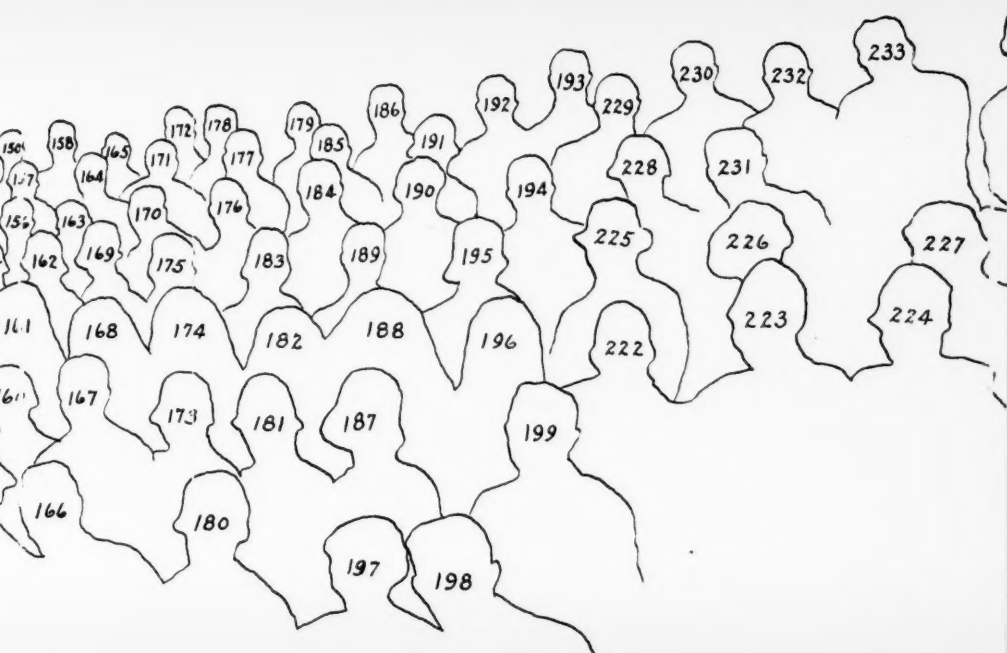
- 36 J. A. Gannett
- 37 R. J. Rloridan
- 38
- 39 T. E. Steckel
- 40 F. T. Owen
- 41 H. L. Beam
- 42 O. L. Champion
- 43 J. C. Dolley
- 44 F. C. Domroesa
- 45 A. F. Scribner
- 46 H. M. Pyles
- 47 E. C. Dryness
- 48 H. L. Dickason
- 49 D. B. Doner
- 50 C. D. Perry
- 51 D. R. Fitch
- 52 J. B. Harvey
- 53 J. H. McKenzie
- 54 A. K. Presson
- 55 H. O. White
- 56 R. M. West
- 57 J. G. Quick
- 58 G. P. Tuttle
- 59 W. M. Reeves
- 60 C. M. Howard
- 61 W. R. Howell
- 62 D. A. Bickel
- 63 R. O. Wilson
- 64 O. K. DeFoe
- 65 J. C. Hockje
- 66 C. F. Ross
- 67 G. J. Renneker
- 68 W. H. Washington
- 69 J. A. Chase, Jr.
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- 71 T. J. Wilson, Jr.
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- 80 J. G. Stipe
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- 88 W. S. Mitchell
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- 212 Miss E. H. Ferguson
- 213 Miss M. P. Milton
- 214 D. M. Love
- 215 Miss D. Johnson
- 216 Miss A. J. LeFevre
- 217 C. P. Steimle
- 218 Miss E. E. Deters
- 219 Miss K. George
- 220 Miss E. Yakeley
- 221 W. S. Hoffman



## The Eighteenth Annual Convention of the



tion of the American Association of Collegiate Registrars held at Memphis, Te





American Association of Collegiate Registrars held at Memphis, Tennessee, April 15, 16, and 17, 1930.



- 131 Miss E. Hawes
- 132 Miss P. A. Neas
- 133 Miss L. M. Church
- 134 Miss T. A. Birch
- 135 Miss J. L. Barrett
- 136 Miss B. K. Dougherty
- 137 S. O. Grimm
- 138 M. Latimer
- 139 H. F. Smith
- 140 H. G. Arnsdorf
- 141 Miss E. Winn
- 142 Mrs. M. W. Haggard
- 143 Mrs. M. S. Orr
- 144 Sr. M. Fidelis
- 145 Sr. Joan
- 146 Miss E. Poole
- 147 W. W. Whitehouse
- 148 R. K. Derricks
- 149 E. T. Downer
- 150
- 151 C. E. Melville
- 152 M. G. Orr
- 153 Miss C. B. Greene
- 154 Sr. Bonaventure
- 155 Miss T. M. Renner
- 156 T. A. Cookson
- 157 W. E. Wagoner
- 158 G. S. Patterson
- 159 J. W. Baldwin
- 160 Miss J. H. Bristol
- 161 Sr. M. Dolorosa
- 162 M. Sloan
- 163 L. L. Friend
- 164 J. E. Yothers
- 165 G. W. Lamke
- 166

- 167 H. R. Roberts
- 168 Sr. M. Alonzo
- 169 A. Grindlach
- 170 R. M. Magee
- 171 W. M. Smith
- 172 F. H. Hagemeyer
- 173 Miss M. T. Moore
- 174 Sr. Joseph Aloysius
- 175 Miss I. Hogue
- 176 O. M. Lomon
- 177 G. L. Harrell
- 178 J. L. Grant
- 179 K. P. R. Neville
- 180 Miss V. L. Worth
- 181 Miss C. M. Probst
- 182 Sr. M. Bernice
- 183 Miss E. Adock
- 184 A. J. Moon
- 185 L. E. Williams
- 186 R. N. Dempster
- 187 Miss V. L. Jensen
- 188 Sr. Mary Grace
- 189 J. R. Sage
- 190 Miss A. H. Preinkert
- 191 Miss A. J. Parker
- 192 G. E. Wadsack
- 193 H. M. Showman
- 194 G. O. Foster
- 195 Miss E. L. Olesen
- 196 Sr. Cyril
- 197 Mrs. C. D. Hayes
- 198 C. H. Archer
- 199 C. Guild
- 200 Miss M. E. Carey
- 201 Miss E. Wells
- 202 Miss B. M. Schneider
- 203 E. J. Mathews
- 204 Miss M. R. Rodgers
- 205 Miss A. King
- 206 C. G. Hester
- 207 G. W. Dwenger
- 208 K. M. Kerans
- 209 E. L. Gillis
- 210 R. O. Conant
- 211 E. B. Stevens
- 212 J. C. McHugh



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Ira M. Smith, <i>Chairman</i> .....	University of Michigan
E. L. Gillis .....	University of Kentucky
H. C. Dorcas .....	State University of Iowa

## NEW TRANSCRIPT FORMS

W. S. Hoffman, <i>Chairman</i> .....	Pennsylvania State College
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J. C. McKinnon .....	Mass. Institute of Technology

## PROFESSIONAL EDUCATION

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W. A. Payne .....	University of Chicago
J. A. Gannett .....	University of Maine

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F. L. Kerr .....	University of Arkansas
C. Longest .....	University of Mississippi
Miss Louise Schneider .....	University of Tennessee

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Mrs. Cleo Gillis Hester .....	Murray State Normal School and Teachers College
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G. L. Harrell .....	Millsaps College
A. F. Scribner .....	Valparaiso University



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R. B. Stone .....	Purdue University

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J. R. Sage, <i>Chairman</i> .....	Iowa State College
Miss Mary Taylor Moore .....	North Carolina College for Women
H. O. White .....	Grove City College

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F. H. Hagemeyer, <i>Chairman</i> .....	Teachers College, Columbia Uni- versity
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H. M. Showman .....	University of California

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F. B. Lee .....	Kansas State Teachers College
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J. G. Quick, <i>Chairman</i> .....	University of Pittsburgh
F. E. Nessell .....	George Washington University
Miss Katherine George .....	Northwestern University

## PROGRAM OF THE EIGHTEENTH CONVENTION

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### ORDER OF SESSIONS

**Monday, April 14**

MONDAY EVENING: 8—10

Pre-registration of Delegates and Informal Reception  
Registration Room, Hotel Peabody

**Tuesday, April 15**

TUESDAY MORNING: 9:30—11:15

#### GENERAL SESSION

Ball Room, Hotel Peabody

Mr. Edward J. Grant, Columbia University, Presiding

Opening of the Convention.

The Invocation—The Rev. Robert Stuart Sanders, D.D., Buntyn Presbyterian Church.

The Address of Welcome—The Hon. Watkins Overton, Mayor of Memphis.

What Lies Behind the Methods of Personnel—President L. B. Hopkins, Wabash College.

Admission to College Based Upon a Selective System—Dr. Adam Leroy Jones, Director of University Admissions, Columbia University.

TUESDAY AFTERNOON: 2—5

#### GENERAL SESSION

Ball Room, Hotel Peabody

Open Forum

Mr. J. A. Gannett, University of Maine, Presiding

Topics for Discussion.

1. Faculty Advisers and the Registrar—J. F. Yothers, Coe College, Cedar Rapids, Iowa.
2. How to Receive Promptly Final Grades from the Faculty—H. H. Armsby, Missouri School of Mines.
3. Simplification of Office Procedure—C. F. Ross, Allegheny College, Meadville, Pa.
4. Systems of Recording Absence from Class—G. W. Lamke, Washington University, St. Louis, Mo.
5. Academic Records of Colleges Which Have Gone Out of Existence—H. M. Showman, University of California, Los Angeles, Calif.

6. Extra Curricular Activities and Their Methods of Control—Carey E. Melville, Clark University, Worcester, Mass.
7. Achievement Tests for Advancement in Course—E. J. Grant, Columbia University, New York City.
8. How to Keep Records for Honors Courses—J. P. Mitchell, Stanford University, California.

TUESDAY EVENING: 7

BANQUET

The Ball Room, Hotel Peabody

Mr. George Morris, Editor of the Commercial Appeal, Toastmaster  
Speakers—Mr. Bolton Smith, Judge Chas. N. Burch.

One-act play by the Southwestern Players.

Introduction of new members, Miss Emma Deters

Response, Dean N. C. Beasley

Wednesday, April 16

WEDNESDAY MORNING: 9—11:30

GENERAL SESSION

Ball Room, Hotel Peabody

Mr. Edward J. Grant, Columbia University, Presiding.

What Important Contributions to Educational Administration Should  
Registrars Attempt to Make in the Next Ten Years—Dr. J. P.  
Mitchell, Stanford University.

Possible Scope of a Handbook for Registrars—Dr. F. B. O'Rear,  
Teachers College, Columbia University.

Credentials of Chinese Students—Professor Harold M. Smith, Cheeloo  
University, Tsinan, China.

Uniform Standard in Grading—Mr. John L. Grant, Assistant to the  
Dean, Columbia University School of Law.

Election of Officers.

WEDNESDAY NOON: 12:30

COMPLIMENTARY LUNCHEON

Neely Memorial Hall, Southwestern

Mr. W. R. Atkinson, Southwestern, Presiding.

Informal Address, President Charles E. Diehl, Southwestern.

WEDNESDAY AFTERNOON: 2—3:45

SECTIONAL MEETINGS

at Southwestern.

Section A—Representatives of Universities, Mr. J. G. Quick, Uni-  
versity of Pittsburgh, Presiding. The Hardie Auditorium.

Section B—Representatives of Liberal Arts Colleges, Mr. T. E. Steckel, Ohio Wesleyan University, Presiding. Room 101, Science Hall.

Section C—Representatives of Teachers College and Normal Schools, Mr. F. B. Lee, Kansas State Teachers College, Presiding. Room 105, Science Hall.

Section D—Representatives of Technical and Professional Schools, Mr. H. H. Caldwell, Georgia School of Technology, Presiding. Room 100, Palmer Hall.

Section E—Representatives of Junior Colleges, Mr. R. J. Riordan, Crane Junior College, Presiding. Room 200, Palmer Hall.

### Thursday, April 17

THURSDAY MORNING: 9—12

#### GENERAL SESSION

Ball Room, Hotel Peabody

Open Forum

Mr. G. P. Tuttle, University of Illinois, Presiding.

Topics for Discussion.

1. What Should Appear on the Transcript of a Student Who Has Received the Degree?—Ira M. Smith, University of Michigan, Ann Arbor, Michigan.
2. Freshman Orientation Period—G. L. Harrell, Millsaps College, Jackson, Miss.
3. Evaluation of Work in Professional Schools for College Credit—B. J. Steggert, Loyola University, Chicago, Illinois.
4. Verification of Credentials Presented for Credit—System for Check Back—A. L. Jones, Columbia University, New York City.
5. Need of More Adequate High School Credentials—J. F. Mitchell, Kansas State Teachers College, Pittsburg, Kansas.
6. Registration and Sectioning—Mrs. Mary Taylor Moore, North Carolina College for Women.
7. Grouping Students According to Ability Tests—Sister Mary Fidelis, Rosary College, River Forest, Illinois.
8. Length of Registration Periods—G. W. Lamke, Washington University, St. Louis, Mo.
9. The Registrar's Part in Curriculum Building—George N. Harward, Oklahoma Baptist University, Shawnee, Oklahoma.

THURSDAY AFTERNOONS: 1:30

Business Meeting

Question Box.

Business Session.

Adjournment.

**DELEGATES IN ATTENDANCE AT THE EIGHTEENTH  
NATIONAL CONVENTION**

- Adams, Kathleen, Milligan College, Milligan College, Tennessee.  
Adcock, Eunice, Knox College, Galesburg, Illinois.  
Allen, Frank M., Baylor University, Waco, Texas.  
Archer, C. H., Concord State Normal School, Athens, West Virginia.  
Armsby, H. H., Missouri School of Mines, Rolla, Missouri.  
Arnsdorf, H. G., New York University, New York, New York.  
Atkinson, W. R., Southwestern College, Memphis, Tennessee.  
Baldwin, J. W., College of the City of Detroit, Detroit, Michigan.  
Barnes, Elizabeth G., University of Omaha, Omaha, Nebraska.  
Barrett, J. Louise, Virginia State College, Petersburg, Virginia.  
Beam, Henry L., Heidelberg University, Tiffin, Ohio.  
Beasley, V. C., State Teachers College, Murfreesboro, Tennessee.  
Bickel, D. A., North Texas Agricultural College, Arlington, Tennessee.  
Birch, Theresa A., Fisk University, Nashville, Tennessee.  
Bixler, Roy W., University of Chicago, Chicago, Illinois.  
Black, W. M., Randolph-Macon Woman's College, Lynchburg, Virginia.  
Bowman, Eva Mae, College of Dentistry, University of Tennessee, Knoxville, Tennessee.  
Bowman, J. B., Mount Union College, Alliance, Ohio.  
Bradford, E. F., Cornell University, Ithaca, New York.  
Brenner, Theodore J., St. Mary's University of San Antonio, San Antonio, Texas.  
Briggs, Delpha L., Cottey Junior College, Nevada, Missouri.  
Bright, Alan, Carnegie Institute of Technology, Pittsburgh, Pennsylvania.  
Bristol, Jennie H., Middlebury College, Middlebury, Vermont.  
Bugg, Virgilia I., State Teachers College, Farmville, Virginia.  
Burger, Henry W., Hanover College, Hanover, Indiana.  
Burton, L. W., Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma.  
Caldwell, Hugh H., Georgia School of Technology, Atlanta, Georgia.  
Canada, S. Woodson, University of Missouri, Columbia, Missouri.  
Canon, Ernest H., Western Kentucky State Normal and Teachers College, Bowling Green, Kentucky.  
Carey, Margaret E., Loyola University, New Orleans, Louisiana.  
Cass, Mrs. Emilie B., Rollins College, Winter Park, Florida.  
Champion, Oscar L., Western Illinois State Teachers College, Macomb, Illinois.  
Chandler, H. W., University of Florida, Gainesville, Florida.  
Chase, John A., Jr., University of South Carolina, Columbia, South Carolina.

- Church, Lorena M., Rockford College, Rockford, Illinois.  
Clarke, Helen M., Ohio State University, Columbus, Ohio.  
Clinch, Vernie C., Morris Brown University, Atlanta, Georgia.  
Cockins, Edith D., Ohio State University, Columbus, Ohio.  
Conant, Robert O., Dartmouth College, Hanover, New Hampshire.  
Cookson, Thomas A., Indiana University, Bloomington, Indiana.  
Cotton, Sarah E., Butler University, Indianapolis, Indiana.  
Deakins, C. E., James Millikin University, Decatur, Illinois.  
DeFoe, O. K., The College of the Ozarks, Clarksville, Arkansas.  
Dempster, R. N., Johns Hopkins University, Baltimore, Maryland.  
Deters, Emma E., University of Buffalo, Buffalo, New York.  
Devricks, Robert K., Indiana State Teachers College, Terre Haute, Indiana.  
Dickason, Henry L., Bluefield Institute, Bluefield, West Virginia.  
Dobyns, J. S., Southwestern State Teachers College, Weatherford, Oklahoma.  
Dolley, James C., McKendree College, Lebanon, Illinois.  
Domroese, Fred C., Wabash College, Crawfordsville, Indiana.  
Doner, D. B., South Dakota State College of Agricultural and Mechanical Arts, Brookings, South Dakota.  
Dougherty, Bessie K., Mississippi State College for Women, Columbus, Mississippi.  
Downer, Edward T., Cleveland College, Western Reserve University, Cleveland, Ohio.  
Dunn, W. W., Union University, Jackson, Tennessee.  
Dwenger, George, Long Island College Hospital, College of Medicine, Brooklyn, New York.  
Dyrness, Enock C., Wheaton College, Wheaton, Illinois.  
Eckles, Etta, Mississippi Delta State Teachers College, Cleveland, Mississippi.  
Edward, Charles W., Alabama Polytechnic Institute, Auburn, Alabama.  
Eldridge, H. E., Agricultural and Mechanical College, Jonesboro, Arkansas.  
Evans, H. B., Bethel College, McKenzie, Tennessee.  
Ferguson, Edna Hood, Arkansas Polytechnic College, Russellville, Arkansas.  
Finley, Marie A., Northern Normal and Industrial School, Aberdeen, South Dakota.  
Fitch, Donald R., Denison University, Granville, Ohio.  
Foster, George O., University of Kansas, Lawrence, Kansas.  
Foust, Leslie A., Washington and Jefferson College, Washington, Pennsylvania.  
Frankenfeld, H. W., University of South Dakota, Vermilion, South Dakota.

- Friend, L. L., West Virginia University, Morgantown, West Virginia.  
 Friley, Charles E., Agricultural and Mechanical College of Texas,  
 College Station, Texas.  
 Gannett, James A., University of Maine, Orono, Maine.  
 Gantt, Matsye, State Agricultural and Mechanical College, Magnolia,  
 Arkansas.  
 Gardner, Lucy B., New Mexico Normal University, East Las Vegas,  
 New Mexico.  
 Gary, Annie Beth, Southwestern College, Memphis, Tennessee.  
 Gelhaus, Dorothy, Adams State Teachers College, Alamosa, Colorado.  
 George, Katharine, Northwestern University, Evanston, Illinois.  
 Gillis, Ezra L., University of Kentucky, Lexington, Kentucky.  
 Grant, Edward J., Columbia University, New York, New York.  
 Grant, John L., School of Law, Columbia University, New York, New  
 York.  
 Greene, Caroline B., Mount Holyoke College, South Hadley, Massa-  
 chusetts.  
 Grimm, Samuel O., Lebanon Valley College, Annville, Pennsylvania.  
 Guild, Cliff, Illinois Wesleyan University, Bloomington, Illinois.  
 Gundlach, Adelaide, Berea College, Berea, Kentucky.  
 Hagemeyer, Frank H., Teachers College, Columbia University, New  
 York, New York.  
 Haggard, Mrs. Mary Webb, Vanderbilt University, Nashville, Ten-  
 nessee.  
 Hall, John Porter, Macalester College, St. Paul, Minnesota.  
 Haney, R. E., University of Tennessee, Memphis, Tennessee.  
 Hannaford, Grace N., Wittenberg College, Springfield, Ohio.  
 Happ, Mrs. Gretchen M., The Principia, St. Louis, Missouri.  
 Harrell, George L., Millsaps College, Jackson, Mississippi.  
 Harvey, John B., Duquesne University, Pittsburgh, Pennsylvania.  
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 homa.  
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 Hoekje, John C., Western State Teachers College, Kalamazoo, Mich-  
 igan.  
 Hoffman, William S., Pennsylvania State College, State College,  
 Pennsylvania.  
 Hogue, Inez, Monmouth College, Monmouth, Illinois.

- Holt, F. O., University of Wisconsin, Madison, Wisconsin.  
Howard, C. M., Texas Woman's College, Fort Worth, Texas.  
Howell, E. J., John Tarleton Agricultural College, Stephenville, Texas.  
Howell, William R., Washington College, Chestertown, Maryland.  
Huddleston, William, New River State School, Montgomery, West Virginia.  
Hudson, Nell, Northwest Missouri State Teachers College, Maryville, Missouri.  
Jackson, G. C., Northwestern State Teachers College, Alma, Oklahoma.  
Jenson, Viola L., Spelman College, Atlanta, Georgia.  
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King, Alice, Queen's University, Kingston, Ontario, Canada.  
Knox, Fanona, Hollins College, Hollins, Virginia.  
Lamke, George W., Washington University, St. Louis, Missouri.  
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Latimer, M., Mississippi College, Clinton, Mississippi.  
Lee, Floyd B., Kansas State Teachers College, Hays, Kansas.  
Lee, Jessie, Blue Mountain College, Blue Mountain, Mississippi.  
LeFevre, Anna Jewett, Bradley Polytechnic Institute, Peoria, Illinois.  
Lill, Mr. Bernice D., Sweet Briar College, Sweet Briar, Virginia.  
Linville, Dorothy, University of Kentucky, Lexington, Kentucky.  
Lomen, Oscar M., Luther College, Decorah, Iowa.  
Longest, Christopher, University of Mississippi, University P. O., Mississippi.  
Love, Donald M., Oberlin College, Oberlin, Ohio.  
McCandless, Bertha, Grinnell College, Grinnell, Iowa.  
McCracken, S. J., Colorado Agricultural College, Fort Collins, Colorado.  
McHugh, John C., DePaul University, Chicago, Illinois.  
MacIntyre, Frances E., Drexel Institute, Philadelphia, Pennsylvania.  
McKenzie, J. H., Port Huron Junior College, Port Huron, Michigan.  
MacKinnon, Joseph C., Massachusetts Institute of Technology, Cambridge, Massachusetts.  
MacMorland, Mrs. Wanda Westcott, Emmanuel Missionary College, Berrien Springs, Michigan.  
McWhinie, R. E., University of Wyoming, Laramie, Wyoming.  
Machir, Jessie McDowell, Kansas State Agricultural College, Manhattan, Kansas.



- Magee, Robert M., Detroit Teachers College, Detroit, Michigan.  
 Marquardt, C. E., Pennsylvania State College, State College, Pennsylvania.  
 Martin, Georgia M., University of Wisconsin, Madison, Wisconsin.  
 Mason, E. B., Brenau College, Gainesville, Georgia.  
 Mathews, E. J., University of Texas, Austin, Texas.  
 Mayall, Broun H., Oklahoma College for Women, Chickasha, Oklahoma.  
 Melville, C. E., Clark University, Worcester, Massachusetts.  
 Milton, Mary Page, Morehead State Teachers College, Morehead, Kentucky.  
 Mitchell, J. F., Kansas State Teachers College, Pittsburg, Kansas.  
 Mitchell, J. P., Stanford University, Stanford University, California.  
 Mitchell, W. R., Missouri Valley College, Marshall, Missouri.  
 Mitchell, W. S., Louisiana State Normal College, Natchitoches, Louisiana.  
 Moon, Allen J., William Jewell College, Liberty, Missouri.  
 Moore, Mary Taylor, North Carolina College for Women, Greensboro, North Carolina.  
 Munn, E. Harold, Greenville College, Greenville, Illinois.  
 Murdock, W. T., Tusculum College, Greenville, Tennessee.  
 Myers, Homer S., Southwestern College, Winfield, Kansas.  
 Neas, Pearl A., Southwestern University, Georgetown, Texas.  
 Nessel, Fred E., George Washington University, Washington, D. C.  
 Neville, K. P. R., University of Western Ontario, London, Ontario, Canada.  
 Olesen, Ella, University of Idaho, Moscow, Idaho.  
 Orr, Marvin G., Southeastern Teachers College, Durant, Oklahoma.  
 Overstreet, Charles A., Agricultural and Mechanical College, Mag-nolia, Arkansas.  
 Owen, F. T., College of Emporia, Emporia, Kansas.  
 Parham, Martha, University of Alabama, Tuscaloosa, Alabama.  
 Parker, Annie J., New Orleans University, New Orleans, Louisiana.  
 Patterson, Grady S., Wake Forest College, Wake Forest, North Carolina.  
 Penn, John C., Armour Institute of Technology, Chicago, Illinois.  
 Perry, C. D., State College, Bowling Green, Ohio.  
 Poole, Elma, College of Arts and Sciences, St. Louis University, St. Louis, Missouri.  
 Preinkert, Alma H., University of Maryland, College Park, Maryland.  
 Presson, A. K., Wichita Falls Junior College, Wichita Falls, Texas.  
 Probst, Carrie Mae, Goucher College, Baltimore, Maryland.  
 Prosser, Mary Rose, Cottey College, Nevada, Missouri.  
 Pyles, H. M., Kentucky Wesleyan College, Winchester, Kentucky.  
 Pyles, Mrs. H. M., Kentucky Wesleyan College, Winchester, Kentucky.

- Quick, J. G., University of Pittsburgh, Pittsburgh, Pennsylvania.  
Reams, Edna, State Teachers College, Florence, Alabama.  
Reed, Thomas W., University of Georgia, Athens, Georgia.  
Reeves, William M., Phillips University, Enid, Oklahoma.  
Renneker, George J., University of Dayton, Dayton, Ohio.  
Renner, Theresa M., Blackburn University, Carlinville, Illinois.  
Rhodes, Ivy, Simmons University, Abilene, Texas.  
Rich, D. L., University of Michigan, Ann Arbor, Michigan.  
Riordan, Robert J., Crane Junior College, Chicago, Illinois.  
Rix, Marshal, Sam Houston State Teachers College, Huntsville, Texas.  
Roberts, H. R., Norwich University, Northfield, Vermont.  
Robinson, J. R., George Peabody College for Teachers, Nashville, Tennessee.  
Rodgers, Mabel R., Merrill-Palmer School, Detroit, Michigan.  
Ross, C. F., Allegheny College, Meadville, Pennsylvania.  
Sage, J. R., Iowa State College, Ames, Iowa.  
Schmidt, R. H., University of Akron, Akron, Ohio.  
Schneider, Bertha M., Western Reserve University, Graduate School, Cleveland, Ohio.  
Scott, Emma J., Drake University, Des Moines, Iowa.  
Scott, T. P., Mississippi State Teachers College, Hattiesburg, Mississippi.  
Scribner, A. F., Valparaiso University, Valparaiso, Indiana.  
Selby, Frances, East Texas State Teachers College, Commerce, Texas.  
Shirley, D. A., West Texas State Teachers College, Canyon, Texas.  
Short, G. Y., Arkansas State Teachers College, Conway, Arkansas.  
Showman, Harry M., University of California, Los Angeles, California.  
Simmons, Guy A., Hendrix-Henderson College, Conway, Arkansas.  
Sister M. Alonso, Sacred Heart College, Louisville, Kentucky.  
Sister M. Berenice, Fontbonne College, St. Louis, Missouri.  
Sister Bonaventure, Immaculate Conception Junior College, Hastings, Nebraska.  
Sister M. Columkille, Incarnate Word College, San Antonio, Texas.  
Sister Cyril, Nazareth College, Louisville, Kentucky.  
Sister Mary Dolorosa, Sacred Heart College, Louisville, Kentucky.  
Sister Mary Fidelis, Rosary College, River Forest, Illinois.  
Sister M. Gonzaga, Our Lady of the Lake College, San Antonio, Texas.  
Sister Mary Grace, Nazareth Junior College, Nazareth, Kentucky.  
Sister M. Joan, Rosary College, River Forest, Illinois.  
Sister Joseph Aloysius Geissert, Fontbonne College, St. Louis, Missouri.  
Sister Josephine, Incarnate Word College, San Antonio, Texas.  
Sister Mary Josine, Mount Mary College, Milwaukee, Wisconsin.  
Sister Margaret, Saint Agnes College, Memphis, Tennessee.

- Sister M. Pia, Our Lady of the Lake College, San Antonio, Texas.  
 Sister Wilberta, Mount Mary College, Milwaukee, Wisconsin.  
 Sloan, Marguerite, Berea College, Berea, Kentucky.  
 Smith, C. A., University of Wisconsin, Madison, Wisconsin.  
 Smith, Ira M., University of Michigan, Ann Arbor, Michigan.  
 Smith, S. E., Northeast Missouri State Teachers College, Kirksville,  
 Missouri.  
 Smith, W. M., Lafayette College, Easton, Pennsylvania.  
 Snyder, Louise M., University of Tennessee, Memphis, Tennessee.  
 Southwick, Arthur F., College of Wooster, Wooster, Ohio.  
 Steckel, Thomas E., Ohio Wesleyan University, Delaware, Ohio.  
 Steggert, B. J., Loyola University, Chicago, Illinois.  
 Steimle, C. P., Michigan State Normal College, Ypsilanti, Michigan.  
 Stevens, Edwin B., University of Washington, Seattle, Washington.  
 Stipe, J. G., Emory University, Atlanta, Georgia.  
 Stone, Ralph B., Purdue University, Lafayette, Indiana.  
 Stradley, B. L., Ohio State University, Columbus, Ohio.  
 Stukes, S. G., Agnes Scott College, Decatur, Georgia.  
 Tabb, Jennie M., State Teachers College, Farmville, Virginia.  
 Thomason, R. F., University of Tennessee, Knoxville, Tennessee.  
 Tucker, E. R., Texas Christian University, Fort Worth, Texas.  
 Turrentine, G. R., Arkansas Polytechnic Institute, Russellville, Ar-  
 kansas.  
 Tuttle, G. P., University of Illinois, Urbana, Illinois.  
 Wadsack, G. E., University of Oklahoma, Norman, Oklahoma.  
 Wagoner, W. E., Ball Teachers College, Muncie, Indiana.  
 Washington, W. H., Clemson Agricultural College, Clemson College,  
 South Carolina.  
 Wegle, John Charles, Stevens Institute of Technology, Hoboken, New  
 Jersey.  
 Weirick, Bessie M., Beloit College, Beloit, Wisconsin.  
 Wells, Elinor R., Western Reserve University, College for Women,  
 Cleveland, Ohio.  
 West, R. M., University of Minnesota, Minneapolis, Minnesota.  
 White, Harold, Grove City College, Grove City, Pennsylvania.  
 Whitehouse, W. W., Albion College, Albion, Michigan.  
 Whitworth, Mrs. M. E., Ohio Northern University, Ada, Ohio.  
 Williams, L. E., Woman's College of Alabama, Montgomery, Alabama.  
 Williams, Marian, University of Michigan, Ann Arbor, Michigan.  
 Wilson, R. O., University of North Dakota, Grand Forks, North  
 Dakota.  
 Wilson, Thomas J., Jr., University of North Carolina, Chapel Hill,  
 North Carolina.  
 Winn, Elizabeth, Wesleyan College, Macon, Georgia.  
 Worth, Vera L., DePauw University, Greencastle, Indiana.

Yakeley, Elida, Michigan State College, East Lansing, Michigan.  
 Yothers, J. F., Coe College, Cedar Rapids, Iowa.

### REGISTRATION BY STATES

Alabama .....	5	Nebraska .....	2
Arkansas .....	10	New Hampshire .....	1
California .....	3	New Jersey .....	3
Colorado .....	2	New Mexico .....	1
District of Columbia .....	1	New York .....	9
Florida .....	2	North Carolina .....	4
Georgia .....	8	North Dakota .....	1
Idaho .....	1	Ohio .....	17
Illinois .....	20	Oklahoma .....	8
Indiana .....	9	Pennsylvania .....	11
Iowa .....	5	South Carolina .....	2
Kansas .....	6	South Dakota .....	3
Kentucky .....	14	Tennessee .....	15
Louisiana .....	3	Texas .....	18
Maine .....	2	Vermont .....	2
Maryland .....	4	Virginia .....	6
Massachusetts .....	3	Washington .....	3
Michigan .....	12	West Virginia .....	2
Minnesota .....	2	Wisconsin .....	7
Mississippi .....	7	Wyoming .....	1
Missouri .....	13	Canada .....	2

### REGISTRATIONS OF MEETINGS

<i>Attendance</i>	<i>Year</i>	<i>Place</i>	<i>President and College</i>
24	1910	Detroit	A. H. Parrott, North Dakota Agricultural College, <i>Chairman</i>
30	1911	Boston	A. H. Espenshade, Pennsylvania State College, <i>Chairman</i>
38	1912	Chicago	A. H. Espenshade, Pennsylvania State College
23	1913	Salt Lake City	J. A. Cravens, Indiana University
46	1914	Richmond	E. J. Mathews, University of Texas
55	1915	Ann Arbor	G. O. Foster, University of Kansas
69	1916	New York	Walter Humphries, Massachusetts Institute of Technology
66	1917	Lexington	*F. A. Dickey, Columbia University
106	1919	Chicago	A. W. Tarbell, Carnegie Institute of Technology

\* Deceased.

<i>Attendance</i>	<i>Year</i>	<i>Place</i>	<i>President and College</i>
107	1920	Washington, D. C.	E. L. Gillis, University of Kentucky
118	1922	St. Louis, Mo.	*A. G. Hall, University of Michigan
160	1924	Chicago	J. A. Gannett, University of Maine
105	1925	Boulder, Colo.	T. J. Wilson, Jr., University of North Carolina
155	1926	Minneapolis, Minn.	G. P. Tuttle, University of Illinois
214	1927	Atlanta, Ga.	R. M. West, University of Minnesota
253	1928	Cleveland, Ohio	I. M. Smith, University of Michigan
119	1929	Seattle, Wash.	C. E. Friley, Agricultural and Mechanical College of Texas
250	1930	Memphis, Tenn.	E. J. Grant, Columbia University, New York City, New York.

\*Deceased.

#### MEMBERSHIP OF THE ASSOCIATION

1914	1915	1916	1917	1919	1920
62	100	123	140	177	194
1922	1924	1925	1926	1927	1928
210	299	331	384	504	622
		1929	1930		
		696	749		

#### THE CONSTITUTION

##### ARTICLE I—NAME

The name of the organization shall be the American Association of Collegiate Registrars.

##### ARTICLE II—PURPOSE

The purposes of this Association shall be to provide, by means of annual conferences and otherwise, for the spread of information on problems of common interest to its members, and to contribute to the advancement of education in America.

##### ARTICLE III—MEMBERSHIP

Section 1. Active membership. Any officer charged with the duty of registration, or of passing upon entrance credentials, or of recording the standing of students in any recognized institution of higher learning in the United States or in Canada, shall be eligible to active membership on payment of an annual due of five dollars. It is understood that active membership is either institutional or personal.

Any member who shall fail to pay his annual dues for two consecutive years will, after notice in writing from the treasurer, be dropped automatically from the list of members.

Section 2. Honorary membership. Honorary membership may be recommended by any member of the Association to the Executive Committee. Election to honorary membership will rest with the Executive Committee, but only those who continue in some educational work, or who are retiring from active service, and only those who have been in the profession long enough, or who have been sufficiently active in the Association to warrant the assumption that they are interested in the Association's progress will be elected by the Executive Committee.

#### ARTICLE IV—OFFICERS

Section 1. The officers of this Association shall be a president, a first vice-president, a second vice-president, a third vice-president, a secretary, a treasurer, and an editor. These officers shall be elected by ballot at each annual meeting, a majority vote of those present being necessary to election. They shall hold office from the adjournment of the meeting at which they were elected until the adjournment of the next annual meeting.

Section 2. Duties of Officers:

(a) It shall be the duty of the president to assume full responsibility for all the general activities of the Association, to conduct all necessary correspondence with the members in regard to the annual program, and with the assistance of the Executive Committee to arrange the program. All bills must be approved by the president before payment. He shall refer to an auditing committee the annual report of the treasurer. In case the office of president becomes vacant the order of succession shall be first vice-president, second vice-president, third vice-president.

(b) It shall be the duty of the second vice-president to have charge of the campaign for extending the membership of the Association.

(c) It shall be the duty of the secretary to keep an accurate list of the members of the Association, correcting same from time to time upon the advice of the treasurer. He shall be the custodian of the records of the Association. He shall, with the assistance of a stenographer, keep the minutes of the annual meeting. He shall keep the minutes of meetings of the Executive Committee.

(d) In addition to the usual duties of the office, the treasurer shall collect the membership dues and shall report changes in the list of members to the president, the second vice-president and the secretary. He shall make an annual report to the Executive Committee.

(e) It shall be the duty of the editor to print and distribute the proceedings of the annual meeting and all other bulletins printed by the Association.

#### ARTICLE V—EXECUTIVE COMMITTEE

The officers named in Article IV shall constitute an Executive Committee, with power to fix the time and place of the next annual meeting, to assist the president in arranging the program, and to make other necessary arrangements.

#### ARTICLE VI—BUDGET COMMITTEE

There shall be a Budget Committee consisting of three members, one of whom shall be elected each year to serve for a period of three years.

#### ARTICLE VII—AMENDMENTS

This constitution may be amended at any annual meeting by a two-thirds vote of the members present and voting.

## GENERAL SESSION

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TUESDAY MORNING SESSION.

APRIL 15TH, 1930.

The opening session of the Eighteenth Convention of the American Association of Collegiate Registrars convened in the Peabody Hotel, Memphis, Tennessee, at nine thirty o'clock, Mr. Edward J. Grant of Columbia University, President of the Association, presiding.

PRESIDENT GRANT: Ladies and Gentlemen and Fellow Members: The Eighteenth Convention of the American Association of Collegiate Registrars is called to order.

The Reverend Robert Stuart Sanders, pastor of the Buntyn Presbyterian Church, will now offer the invocation. May we all rise.

REVEREND ROBERT STUART SANDERS: Our Gracious Heavenly Father, we come to thee in thanksgiving. We thank thee for all thy goodness to us, and we ask that thou would be with us as we convene in this session. We ask thee that everyone who has come to this convention may feel a great spirit of cordiality extended here in our city. May everyone be at home. We ask thee that thou wilt guide these deliberations, and we pray thee that more and more we may realize that we are laboring together as with God. Grant that as the young people are placed in our institutions we may lead them to the final realms of the spirit. Wilt thou guide and control us in the institutions that we represent. Amen.

PRESIDENT GRANT: Though our first meeting in 1910 was held three or four months later in the year, let us regard this as our twentieth anniversary and let us turn our thoughts for a moment to the little group of registrars who came together then to found this Association. From that small beginning the Association has developed into



one of the strongest organizations in the field of educational administration with about seven hundred and fifty institutional members. Our presence here in such large numbers is a sure sign of our gratitude to the founders.

As guests of Memphis, we have been offered the hospitality of this great city in the heart of the South. We are fortunate in having with us its leading citizen to welcome us. I take great pleasure in presenting to you the Honorable Watkins Overton, Mayor of Memphis.

HONORABLE WATKINS OVERTON: Mr. President, Distinguished Visitors, Ladies and Gentlemen: I am conscious of the honor which is given to me in having the privilege of welcoming you to Memphis, and at the same time I am aware of the fact that an address of welcome is usually looked upon as a very tiresome, if necessary formality which we all try to stay away from, or at least hope will be very short.

I will try to make my welcome address just as brief as possible. And after all, you know that we of the Southland can't welcome people with words. We want to welcome you with a little sunshine outside, with a warmth in our hand clasp and a smile in our eyes.

I would like to say, however, that we appreciate your having chosen this city in the heart of the Mississippi Valley in which to hold this convention. As Mayor of this little city, I am well aware of the fact that the South is often very severely criticized for its lack of progress in all educational matters. Having held public office for several years, I have gotten so I don't think much of the criticism that is given, that is, unless it is constructive criticism. I have found that about the easiest thing in the world to do is to criticize what somebody else is trying to do, and about the hardest thing in the world to do is to do it better than the man you are criticizing.

But regardless of that, we do know that we have been censured a good deal in the Southland for our lack of educational facilities. I would just like to say to you



ladies and gentlemen that we feel that when you honored us by coming here, you recognized the efforts we are trying to make to raise the educational standards of the South, and we thank you for your recognition of our most humble efforts.

May I just say this: I hope you will see what we are doing in Memphis. We feel we have cause to be proud of our little university, of our Teachers' College here, of our entire school system in Memphis. But as you look at it and compare it with that perhaps of some great, rich northern city, just remember, that we of the great valley had first to conquer pestilence and yellow fever, which almost depopulated this beautiful city many times. Just remember, if you will, that the Civil War came to us and left us broken financially and almost broken in spirit. And then remember that this great territory, this great Mississippi Valley, through all the ages, has been swept by terrible floods which left the people just hoping that they might get another crop before another flood comes. And with that historical background, you will realize that it was not lack of faith in education, but rather lack of means that kept us perhaps from doing as quickly what some other cities in the United States have done.

I remember when, in the Tennessee Legislature, an appropriation of \$50,000 for building a new school building for the University would have been criticized from one end of the state to the other. But Tennessee has awakened to the need of education. Appropriation of a million and a half or two million for new buildings at our University now hardly causes any comment in our newspapers and is accepted as a proper thing to do.

I hope that you will look at the Southland while you are here, tell us the things that are bad, and take away with you the things that are good. We are anxious to work with you.

May I say that I, as a public official, feel a great responsibility to justify the faith which the people of this city and the midsouth have shown in education. It is our

duty to justify their confidence, Mr. President, and when you see that everything that is old is being thrown away, except antique furniture, and when you see that no matter how good it was back there, we just want something new and are changing everything, it is a great challenge to those in the educational field to justify the thinking of the people who are giving their money to see the boys and girls educated, for only through our educational system can we hope to make the boys and girls good citizens of America tomorrow.

So we hope for you here, first, the best of fellowship, for after all, when we look back on life, we forget probably what we learn, but we don't forget the warm friends we made in such gatherings as this. Then we hope for you in Memphis a renewed inspiration in the great profession in which you are engaged. And we hope for you, last, but not least, a pleasant visit in our little city. We hope you will come to like it. If we can serve you, call on us, and we will be delighted. All we can say is—Welcome!

PRESIDENT GRANT: I am sure we have all enjoyed Mayor Overton's words of welcome.

One of the recent developments in educational administration has followed along the lines of personnel work. Methods are being worked out for gathering systematically as much information as possible about a student's background, environment and personality. The next speaker is one of the greatest authorities in the country on that subject. I take great pleasure in presenting to you President L. B. Hopkins of Wabash College, who will speak on the topic, "What Lies Behind the Methods of Personnel."

DR. L. B. HOPKINS: Mr. President, Ladies and Gentlemen: I am not going to talk about personnel methods this morning, and that must be a relief to some of you who have heard me talk on that subject many times. I dare not talk; I am going to read.

### WHAT LIES BEHIND THE METHODS OF PERSONNEL WORK IN EDUCATION

There is no situation in which people are brought together for any type of endeavor that does not have its personnel problems. To many of us, the words, personnel work, suggest the large organization. We think of personnel work in the large department stores, in the large banks, in the large factories, and the large universities. Size does have a bearing on the nature of personnel work, but not on the need for such work. A more important consideration than size is the purpose of the organization.

It is easy for us to visualize the difference in personnel problems if we think of personnel work in the police department of the city of Chicago on the one hand and the personnel work in Columbia University on the other hand. This difference is clear to us because of the difference in the type of work of the two organizations. The aims and objectives of any police department differ so materially from the aims and objectives of any university that it is easy to think of clear-cut differences in the problems that will arise in the two organizations.

The first point that I desire to emphasize, therefore, is this: the aims and objectives of the organization have a definite bearing on the nature of the personnel problems arising in that organization. If this is true, it follows that the purpose of the organization and the nature of the work it is attempting to do should be defined specifically at the outset.

Actually, these facts have a great influence on the type of people that you would bring into the organization. If any of you were charged with the responsibility of selecting men for the Chicago police department on the one hand and for the freshman class at Columbia on the other hand, you would recognize at once that there would be a difference in the type of men you would look for in one case as compared with the other. Therefore, we can agree on my second point I feel sure, namely, that the strength of any

organization depends in part on the degree of success attained in selecting the personnel of that organization.

Now all this is very simple but if these two points are applicable in the situations I have described they are without doubt applicable in any two situations. The importance of these principles becomes more apparent, perhaps, when we think of different types of educational institutions. There is a surprising similarity in the statements of institutions as regards their aims and objectives, and they fail equally to define the personal characteristics of individuals that will probably profit most by what they have to offer.

It is my opinion that until such time as the different types of educational institutions are able and willing to define accurately and specifically their individual aims and objectives, and until they are able and willing to develop a logical basis of selection of their student body, we cannot hope for further significant developments in personnel work in education.

It is sometimes argued that in this great democracy of ours, everyone should have a chance for an education and that the methods utilized by institutions that select their student body are so full of error as to make them quite unreliable. Personally, I am a great believer in this selective process for students, but I deny that that belief makes me any less democratic thereby. The fact is that every educational institution now has a selective process and that there is no sense in arguing as to whether you should have one or not since every university and college does select its students.

In talking with an acquaintance some time ago he voiced the sentiment, first of all, that every man in the United States was entitled to an education and that he was as opposed to an aristocracy of brains as to an aristocracy of wealth. This acquaintance was a member of the faculty of a large university. I asked him if his institution would admit a man into its freshman class who could not read or write. He said, "Of course not, that would be absurd,"

and later admitted that so far as he knew there was no man in the freshman class that year who had not completed a full four years of high school work. It was difficult for him to see that his institution had adopted a basis of selection as definite and perhaps more rigid than the one I would advocate.

Obviously, each university and college and high school and grade school, past the first grade, must have some basis of selection and it seems to me an entire waste of time to talk about democracy and equality of opportunity as though if you have a basis of selection you turn your back on these ideals.

The fact is that more and more students are finishing high school each year and so there are more individual abilities and interests to be provided for in the educational system beyond high school level. I firmly believe that there is need for different types of institutions that will provide for different types of students. Some should be especially equipped to serve men out of high school who have not yet demonstrated their ability to profit by four years of college work. It is reasonable to expect that as more students complete the high school course the increase will be largest in this group.

We have all known high school seniors that we felt sure would profit by going on for perhaps two years more with their education just as we have known high school sophomores concerning whom we were convinced of the futility of their struggling along any more in the school system. I agree that among these high school seniors who apparently are justified in looking forward to two years more of education rather than four years there will be some who will demonstrate in these two years that they can profit by a full four year collegiate course and I certainly would not deny the chance to such men to go on, but while I believe this to be true, I am convinced that there are a number of individuals graduating from high school each year who ought not to look forward to more than two years collegiate education.

I am convinced that it is a serious mistake for such individuals to enter an institution organized for the purpose of offering four years of collegiate work. I am delighted, therefore, that in addition to all of the other types of educational experiments that are being conducted in the country today there is a movement afoot which has already gained great momentum to provide a two-year college course for those who will profit from this type of opportunity.

Just where in the educational scheme the responsibility should rest for the organization and supervision of the junior college is a very large problem and I do not believe that there is sufficient evidence at present to establish the fact one way or another, but that there is need for such educational facilities seems to me beyond dispute.

I must confess, however, that I cannot follow the reasoning processes of some of my friends who argue that because there is need for the junior college we should substitute it for the first two years in the present four-year course.

Those of you who have worked with a heterogeneous group of high school graduates as they come into the freshman year of a liberal arts college will agree with me, I am sure, that the differences in individuals admitted on this basis constitute one of the most perplexing problems of instruction that the liberal arts college has to face.

I am confident that you will agree also that out of this heterogeneous group selected on a basis of high school certificate alone there have been a certain number who constituted a homogeneous group so far as a capacity for book learning is concerned, with whom you could work effectively and to whom you could render real service on the basis of a curriculum shaped for four continuous years of college work. If, then, at the outset there were some method of separating these individuals, who, on the basis of capacity and interest in book learning, could profit by the type of work that you were attempting to do, and if you could give them your whole time and attention, and if you could be free from the struggle with those others who were not



adapted to the educational methods and ideals that you were following, both groups might be expected to profit by such separation.

Secretary Wilbur is quoted as having said that "the American college, as such, is on the wane." I see no evidence that colleges within universities such as Harvard, Yale, Princeton, Columbia or Brown or separate institutions such as Amherst, Williams, Dartmouth and Bowdoin are on the decline. It is apparent, however, that as the number of high school graduates increases the ratio of those adapted to this one type of education will decrease, but this can happen, in fact has happened, at the same time that there has been an increase in the actual number making application to the liberal arts colleges.

President Hutchins is reported as favoring a division of the college within the university, at Chicago, but as I understand it, he would, in effect, create the junior college within the university. Many of the state institutions have had this arrangement in principle for some time, offering two years of liberal arts work from which students can go on into other branches of university work. If the *reasons* for this organization of courses is *to better serve the students* enrolling in these institutions, and *if the decision* that this arrangement does serve the individual's needs better, *is based on scientific findings*, then there can be no question as to the wisdom of the plan.

President Rightmire of Ohio State, in a recent article expresses the wish that the secondary schools might be provided with funds that would enable them to give counsel to high school students concerning which type of school to attend. The article appeared in the *Journal of Higher Education* for April and is exceedingly worth while. It seems to me, however, that until we have been more *discriminating* in the statement of the *aims and objectives* of our various educational schemes, it is asking a great deal of counselors and advisers to point the way to high school seniors.

Having determined upon the specific aims and objectives

in any institution, the ground is clear for an intelligent selection of a student body for that type of educational procedure.

If these things could be accomplished we now have the procedure for carrying on educational work in a more effective manner than has been attained in any college in America as yet. I say we have the procedure. I know of no group to whom this assertion can be made with so little hesitation as to this Association of Registrars. The records that are maintained in your offices are the best possible proof of these assertions that I have made.

An analysis of the qualifications possessed by the men entering your institution each year, in terms of predictive value as regards scholarship in college, will reveal the need for a more accurate definition of the aims and objectives of your own institution. This same analysis will throw considerable light upon the effectiveness of the present basis of selection.

I am sure that in every institution here represented, there have been specific educational experiments tried for the purpose of improving instruction methods, for the awakening of greater scholastic interest in the student body, and for assisting specific individuals, who, except for some personal handicap, might have achieved real success. The record of the success of these experiments is almost inevitably recorded in the records in your offices.

We all know that the decision as regards the details to be followed in any experiment does not complete the experiment. Each such study must be followed through to the conclusion. Educational experiments differ from other experiments in no particular. The same scientific procedure is required for the collection and the organization of the material and for the analysis of it. The same checking and rechecking of the data collected and the findings resulting from such checking is necessary. The same spirit of science, the same open-mindedness, and the same desire for truth, is necessary if the procedure under consideration is to be worthy of the name of experiment.



This brings me to my third point. In addition to the need for specific definition of the purpose of the institution and the selection of the type of students who will profit by that specific kind of educational environment, there is need for a constant appreciation of the importance—first, of the individual; second, of individual differences; third, of the individual's job.

It is possible to get so wrapped up in the business of keeping records or the business of making investigations or even the business of improving the educational procedure as to lose sight of the fact that it is the individual student whom we are there to serve.

This point of view can be more easily illustrated in the matter of discipline than elsewhere, perhaps. In a school-room a boy releases a sheep tick from a match box on the neck of the red haired girl seated in front of him. He is discovered as the culprit and sent to report to the principal. From the disciplinary point of view the first question that generally arises in the mind of the principal is—What shall be done to maintain discipline in that room. From the personnel point of view, however, the first question is—What can be done that will benefit that boy.

Please note that I do not say—What can be done to lighten the penalty for the boy nor do I say that the personnel point of view does not take into account the need for maintaining discipline. The whole approach is different, however, if you start with the question of how to make this experience count to the benefit of the boy instead of the question of maintaining discipline.

It is not enough, however, that we shall consider the individual important. By some means we need to convince the student himself that it matters whether he makes good or not, that he is important.

The same thing is true as regards individual differences. By means of the selective process we may succeed in getting a homogeneous group as far as ability and desire to learn is concerned, but even in such a group we shall find marked differences in such individuals. Some of these

differences will be of significance and should be given careful attention. But again the student must be helped to understand the fundamental nature of individual differences.

As a rule, college men accept some differences without concern, but they worry about others. Generally speaking it occasions no sense of inferiority if you tell a college man that you see no possibility of his ever becoming a grand opera singer, but I have known boys to be considerably distressed to discover for themselves that their abilities and interests seemed to indicate that they were not qualified to go into medicine.

Personally, I think we should be exceedingly careful not to intimate or suggest that we can tell a student too precisely what his destiny is but, at least, we can help each student to appreciate the significance of these factors of inheritance, environment, and habit and the degree to which these things and others contribute to complicate differences in individuals. If this can be accomplished an important step will have been taken in both educational and vocational guidance and in the personal development of the student.

Last of all is the importance of the job. Who of us cannot look back to at least one occasion when an older man revealed an interest in us and an understanding of us and helped us to see more clearly our own opportunity and responsibility. Certainly with the information available to the registrar he is in a most favorable position to render this important service. Here again the student as well as the teacher needs to gain an early appreciation of the importance of the job.

In Mr. L. P. Jacks' book, *Constructive Citizenship*, he says:

"In a collection of ancient instruments I was recently shown a remarkably beautiful astrolabe, an instrument of great ingenuity used in ancient times for measuring the altitude of the sun and the stars. It was the work

of a Mohammedan in India more than a thousand years ago. Round the edge of the fine brasswork there ran an inscription in delicate characters, of which the translation, as well as I can remember it, was as follows: 'This astrolabe is the work of Hussein Ali, mechanic and mathematician and servant of the Most High God. May His name be exalted throughout the universe!'"

Here says Mr. Jacks we have an industrial version of morality, and he might have added, an educational version as well. This concept, I repeat, is important both from the standpoint of the teacher and of the student.

These things, then, lie behind that which we call personnel work in education:

First—That we shall know specifically what it is we are trying to do especially well in our own type of educational experiment.

Second—That we shall select out of all the applicants for admission those individuals who give promise of profiting most by what we have to offer.

Third—That we shall endeavor to keep in mind ourselves and emphasize for the students whom we admit these three things:

The importance of the individual.

The importance of individual differences.

The importance of the job.

Thus may we hope to gain in skill and competence and accept as our goal the highest ideal to which we may aspire.

From the standpoint of college administrators the technique for carrying on both research and service in education at the college level has been rather thoroughly developed in various institutions. The tools to work with have been the subject of a great deal of coöperative effort. A group of twenty members of college faculties representing nearly that number of institutions working with the Personnel Committee of the American Council on Education have practically finished a three year study of college personnel forms and technique. They have given special

consideration to summary record cards, to a great variety of achievement tests, to all manner of rating scales and word pictures of personal characteristics, to authentic information regarding professions and vocations, and to the purposes to be served by such instruments.

Several hundred institutions have used part or all of this material. Full particulars may be obtained concerning these studies from the American Council. There is no occasion, therefore, for me to dwell on it at this time. I mention it, however, to indicate the interest in this work and the extent to which the effort is being made to acquire greater skill and competence in it. The coöperative attitude that exists between all types of institutions is also worthy of note.

The field to be served by institutions of higher learning is very large indeed. There is room and in fact there is need for a greater variety of experiments in this field for there are a great variety of students with individual capacities and interests for whom provision should be made. We should, therefore, assist in any type of legitimate educational experiment. Personally, I am opposed, however, to any proposal that we substitute the new and unproved for what we now have. Like the rest of you, I suppose, I have chosen to devote my time and energies to that particular type of experiment which commands my particular type of interest. I imagine, in any case, we can all subscribe to a statement made by the first president of the small institution that I represent. He was speaking in 1836 and said:

"It shall occasion no dissatisfaction to see other *stars of science* arise and *shine brightly* around us. Let the adjacent regions of the West light them up, and pour their pure and increasing splendours over the land. It will be our privilege to add our light to theirs; while we shall labour hard, not to be lost in their superior brightness, nor even eclipsed in the comparison."

PRESIDENT GRANT: I am sure it has been a pleasure to hear Dr. Hopkins' enlightening address.

We can allow ourselves about ten minutes for any discussion. I am sure Dr. Hopkins will be glad to answer any questions that may be raised.

MR. THOMAS W. REED (University of Georgia, Athens): In the case of a university of two to three thousand students, is it better to have a separate director of personnel work through the office of the registrar? We started personnel work in the University of Georgia through a separate office. I want to know how that works out.

DR. HOPKINS: I think it is probably impossible to tell, without knowing the particular institution, which is the better way. It is my impression that if someone has shown interest in the work and it has started through any office, that is a good place for it to continue as long as possible.

MR. IRA M. SMITH (University of Michigan, Ann Arbor): Are there any special reasons why a registrar should or why a registrar should not take a prominent part in the personnel program? Are there any pros and cons?

DR. HOPKINS: I think there is every reason in the world why he should and no reason that I can think of, under the sun, why he shouldn't. He is in a position where he is bound to come across the information that is necessary for personnel work. He will have to coöperate to the fullest possible extent if the work is successful at all. It seems to me he is just absolutely wrapped up in it, if it amounts to anything in any institution.

MR. ARTHUR F. SOUTHWICK (College of Wooster, Wooster, Ohio): What are some of the outstanding cases of registrars having rather intimate connection with personnel work, or possible cases of the registrar's having personnel records? The American Council Card is one I am thinking of.

DR. HOPKINS: You are asking what ones have these records?

MR. SOUTHWICK: Yes, I am curious to know where there are some cases of that sort.

DR. HOPKINS: The American Council Record is not used in the registrar's office in any of the places that I have in mind. I think I am right in saying that at Northwestern University they have taken part of the record into the personnel office, and the other part is left in the registrar's office. But the coördination between the two offices is such that both constitute a part of the student records.

I am sure I can't tell you where all the personnel records are kept in the registrar's office. There may be some that I don't know about. Usually the records having to do with the grades and the records having to do with the admissions more often than not are in the registrar's office, and those become essential for the adviser.

Sometimes the advisor, after the man is admitted into college, brings back notes which are filed in the folder in the registrar's office. Sometimes this goes into another folder which is kept in the office of the dean. It is my opinion that it is the coördination between the records of the registrar's office and the records that the man makes in other items than scholarship in college which are kept perhaps in the dean's office or the personnel office. It is the coördination of the two that gives the complete picture of the student and his life in college.

PRESIDENT GRANT: Is there further discussion? If not, we shall go on with our program. Since 1918 the number of those seeking to enter college has been mounting steadily. How to select those best fitted for college training has been a major problem with the colleges. We have with us one who was among the first to adopt a selective system of admissions. I am greatly pleased to present to you my good friend and colleague, Dr. Adam Leroy Jones, Director of University Admissions, Columbia University, who will speak on the subject, "Admission to College Based Upon a Selective System."



### A SELECTIVE SYSTEM OF ADMISSION TO COLLEGE

There has been a marked change in the center of gravity in systems of admission in the last decade or two. Twenty-five years ago such systems were, in general, extremely formal. Some colleges required the student to pass entrance examinations in each of several subdivisions of each of several subjects, while others admitted him on presentation of a bare certificate of graduation from a secondary school.

If he entered on examinations, the examinations might mean little or much. The applicant might be a person of first rate ability with intellectual interests and with a good mastery of the subjects in which he was examined. On the other hand, he might have little ability, no intellectual interests and only a parrot-like knowledge of his subjects gained through the ministrations of a skillful tutor. If admitted by certificate he might be a first rate, all round student, or one who had just pulled through, partly by grace of a kind hearted group of teachers. In either case the college admitting the student knew very little about him as material for its labors.

Originally, no doubt, requirements for admission were framed and administered with a view to making it reasonably certain that the student was able to do work of college grade. A century and a half ago he was usually required to "read and construe" certain Greek and Latin authors and to have mastered the elements of Euclid. The work of the college was built directly upon these foundations and someone, it might be the president himself, examined the boy in person. The examination was likely to be informal and the decisions of the examiner could be based on other and sometimes more significant factors than the mere words in which the boy answered the questions.

When the number of students came to be large the conduct of individual examinations became onerous. No one busy member of the faculty could examine every applicant.



Different faculty members differed in their methods and standards, so that there was no uniformity in the examination requirements. The informal system broke down. Different departments began to examine the candidate each in its own field. The personal examination was replaced by written examinations administered by a proctor and read by someone who knew nothing about the applicant except his written answers. Thus the opportunity to weigh the quality and the general promise of the candidate was largely lost. In colleges in which the certificate system was used the same result appeared sometimes in even more aggravated form.

Obviously any conception of the college which assigns to it a function in the intellectual development of the student calls for a system of admission different from either of these. Admission requirements should be framed and administered with an eye to the future and not merely to the past. The primary question is not what has the student learned, but what is he fitted for. Is he fitted to take up the work which he proposes to do? Obviously what he has learned has an important bearing on this, but it does not by itself determine his fitness to go on in a given line of endeavor.

Certainly the fact that a pupil has succeeded in getting through a secondary school is no more evidence that he is fitted to do college work in any real sense of that term than is the fact that he may succeed in getting a bachelor's degree from a respectable college evidence that he is good Ph.D. material. Further selection is necessary. There has, of course, always been some selection—as between those who had completed high school and those who had not, for example, but further selection is very much to be desired.

It is sometimes urged that selective systems of admission are undemocratic. In principle they are no more undemocratic than the laws which forbid inexperienced young boys to drive automobiles on crowded public highways, or from trying to fly aeroplanes. They are not allowed to imperil either themselves or others. This is not contrary to any

sane person's idea of democracy. Democracy means equality of opportunity, but the meaning of this phrase is sometimes not so obvious as it may seem. In matters of education, democracy means opportunity for boys and girls to continue their education in the direction indicated by their capacities and achievements. This does not mean the college of liberal arts for all. It does mean provision by some agency or agencies, public or private, for more advanced instruction in many vocational fields and for such guidance of young students as will lead them into the lines of effort in which they can achieve the most. To allow to a student complete freedom to struggle in an undertaking in which he is foredoomed to failure is not to be democratic. It is to be silly and it is most unfair and unjust to the student who may carry with him through life the sense of failure and defeat. It is unfair to those in his classes who can do the work and who are held back and required to waste their time because of the presence of those who are not fitted for it. It is unfair to the public that is bearing a large part of the cost of offering him the type of education for which he is not suited. It is extremely wasteful, inexcusably wasteful, unless we are using all practicable means of preventing such waste.

An intelligent determination of an admission system for a college pre-supposes a clear conception of the aims of the college. These aims naturally include further growth of the student in knowledge and in intellectual power. But they include much more than this in any college worthy of the name. The college has to do with students at the period of life when a most important part of the change from childhood to manhood and womanhood takes place. It receives its students at an age when in many respects they are still children. It sends them out at an age when they should be grown up. It must therefore provide an environment which will be favorable to such maturing, and it must select its students with a view to their fitness to grow into the kind of men and women which it aims to produce.

The chief business of a college is to produce alumni. If

it is an intelligent college it will have regard to the kind of alumni it is producing and it will mold its activities and select its students to the end that it shall produce the kind of alumni it wishes to produce. In order to do this it must have regard to the total make-up of the individual whom it admits. It must have, so far as possible, a complete picture of him. It must of course know that he has learned certain things and how well he has learned them.

Examinations alone do not supply this information. Even if the student has done his work independently and well, the accidents of time and place may make the examination if taken by itself an unfair criterion of his accomplishments. A given result in an examination may be produced by eight-tenths native aptitude and two-tenths application, or by two-tenths aptitude and eight-tenths application. It would be of advantage to know what were the facts in each case. Likewise a school record, if taken alone, gives no clear or adequate measure of the student's fitness. A record sometimes means merely that the student could learn his lessons from day to day—not that he had any real mastery of a subject when the course was completed.

There would be an obvious advantage in combining record and examination. A system was adopted by one college some twenty-one years ago designed to apply this idea and in addition to give the principal an opportunity to supply information regarding the candidate's character and promise. This was clearly an important step. The defects inherent in the examination were to some extent corrected by the record and vice versa. It remained true, however, that while the character of the record plus the examination did in many cases throw light on the students mental capacity and intellectual interests, it did not do this in any clear or definite or detailed fashion. The total result still had primary reference to the student's past and not to his future. It did not give an adequate measure of his aptitude for higher education, for education calling for some measure of intellectual initiative and interest. The

answer to the question was perhaps contained in the data, but there was no way of disentangling it from other things. The questions directed to the schools were not at first such as to elicit the desired information from them, and the schools were unable to supply all the desired information.

Until about twelve years ago there was no separate satisfactory measure of aptitude for college work. To be sure certain marked improvements were introduced into certain of the entrance examinations at a little before this date. One of the universities started a movement to construct examinations in such a way as to test for power and not simply for fast performance. These examinations achieved in certain fields a considerable measure of success, but they did not give any clear separable indication of aptitude for college work as a whole. At the time of the war, as I hardly need to remind you, astonishing progress was made in the development of tests for measuring aptitude for school and college work. This was not the purpose of the experimentation which was carried on at the training camps, but it soon appeared that the tests which were there tried out could serve such a purpose admirably. Immediately after the war, certain colleges began to use these tests as a part of their systems of admission. The so-called "intelligence tests" supplied an instrument by means of which a college could determine with a surprising measure of success the applicant's capacity to do academic work of collegiate grade. Indeed, it has been found in many instances that the mark in certain of these tests is a better prophecy of the student's later performance in a given subject than is an examination to test his preparation in that subject itself.

That these tests were called "intelligence tests" was regrettable partly because there are many kinds of intelligence and such tests could not measure them all, and partly because no one could say positively that they did measure any kind of intelligence. What they do measure, so far as we are concerned, is the ability of students to do certain types of intellectual work, particularly the type called for

in colleges, a type which depends to a very great extent upon ability to think in words and similar symbols. They measure scholastic aptitude. There doubtless are many other aptitudes of the highest order and of the greatest value to society, but a college—in the historic sense of the term—must have students with the kind of aptitude which this kind of test measures.

The introduction of these tests made it possible in the case of students with good academic records to dispense to a very great extent with formal examinations and to base a judgment of the applicant's readiness for college work on the school record and the test. To be sure, apparently equivalent records from different schools often prove to be of very unequal value in determining the achievements of the students presenting them, but even so, the school records plus the test score is usually sufficient to enable the college to judge whether or not the applicant is a safe risk—whether or not he could do acceptable college work. And it has been found possible to get a fairly accurate measure of the student's achievement in specific subject matters by other means and to guide him accordingly in the selection of his studies. All this, however, does not present a complete picture of the student. It does not show the extent to which he has active intellectual interests and it does not supply much information regarding his moral and social qualities. This information must be obtained from several different sources.

In the first place, information should be obtained regarding the applicant's personal and family history and background, about his interests and activities and achievements in and out of school, about his reading and his hobbies and his plans. Much of this may be obtained from a suitably devised application blank. Much can usually be obtained from the school on blanks which call for significant definite judgments which can be entered on the blank with a minimum of inconvenience. The principal may be asked to indicate by a mark the extent to which the applicant possesses certain mental, moral and social qualities, to in-

dicate similarly the extent to which, in his judgment, the applicant is suited by character and by preparation respectively to profit by a college course, and he may be asked to specify any outstanding achievements or any success over unusual obstacles, and to give any further information which in his judgment might help or hinder the candidate's career in college if he were to be admitted. Most important of all, if it can in any way be arranged, is a personal interview in which in informal conversation the applicant may show what his interests and aims and possibilities are. This is really the most important opportunity for making significant appraisal of the sort of person the applicant is, and of what may be expected from him. The college should have too, a complete health history of the applicant since this may be of the greatest significance.

With all this information at hand the college is in a position to select among the applicants. Not all will select in the same way. A strictly denominational college may well select in one way. It might stress somewhat less the more purely academic traits and add more weight to certain types of moral or religious interest. A college which expects to train most of its graduates for advanced study in graduate and professional schools would doubtless demand a high type of scholastic aptitude and achievement and moral integrity. Certain of the colleges for girls whose graduates may be expected to become teachers or home makers might select in still other ways, and so on. With adequate information before it a college can select with some measure of intelligence and it cannot be thought unsuitable for a college to execute some intelligence in this important matter.

With a view to the progress of its students in the selection of their causes the college should know just what mastery the student has in the several subjects which he wishes to pursue. Such knowledge can in my judgment be best obtained from placement examinations of an objective type given to the student when he enters college. This will make it possible to avoid putting him in classes



beyond his depth or requiring him to mark time in classes which are too elementary for him. Placement in classes seem to me to be a part of the admission process. Admission is not something entirely separable as we used to think—something which ends when the student gets his entrance papers. It is a part of the whole educational process and should be tied up with the rest of the process as closely as possible. The mass of information obtained as a basis for determining whether he shall be admitted is exactly what the college should take into account throughout in helping the student to make his college course as fruitful as possible in all its aspects. The kind of person he is is determined by his native traits and his personal experience and what he can be expected to do and to become grows out of these in their relation to the opportunities which the college offers.

Some of the colleges which have adopted systems of admission after this model have assigned numerical values to certain of the major items, as for example: a maximum of three for the scholastic record, three for the aptitude test and four for the qualities of character and personal promise on a scale of ten. I am personally somewhat doubtful of the value of such a scheme for most of us. There must of course be minimum levels in each of these divisions but to my mind the factors are to be thought of rather as bits of evidence bearing on the question of what the student can do with college work and college life. Sometimes a critical bit of evidence will outweigh all the rest pro or con. I admit that a numerical scheme may be helpful in average cases, if there are average cases, but too handy a device may tend to make us overlook troublesome but sometimes very significant details.

Let me summarize the elements in a selective system for a college of liberal arts and sciences. They include (1) evidence of preparation. This is to be found in scholastic records and also if desired in examination records supplemented by special comments by the school. (2) Evi-



dence of aptitude for higher education. This is supplied by intelligence or aptitude tests. (3) The possession of intellectual interests. This can be learned from the school and from the candidate, particularly in personal interviews. (4) Moral and social promise. This is to be learned from reports from the school and from the candidate and in the personal interview. (5) The candidate's health and financial situation. (6) If selected, placement tests will determine whether he has average preparation in his subjects, whether he should be placed in a more elementary class for review or whether he may be put into advanced sections.

With regard to the plan as a whole; I realize that in many colleges for one reason or another a much simpler plan must be used. Where that is the case a simplified form of the plan will be far better than a purely routine system. Where selection is impossible—where all who have passed through the lower grades must be admitted if they apply, the collection of full data regarding applicants supplies the best possible basis for guidance of the student in his work in the college or university. As you all doubtless know, a guidance program based upon data covering a number of the most important factors in the system I have described has been in successful operation in at least one institution in which a selective system could not be used.

Frankly, I think that the problem of whom to admit to the college of liberal arts and sciences is measurably well solved if the college has at hand those who will administer some such system as we have been considering. What to do with those whom it does not admit depends for a complete answer upon provision of further types of training or of further schools for the types that are not fully academic; upon the development of further tests and further methods of determining aptitude for a great variety of lines of endeavor. Tests for the selection of law students have been in successful use for a few years and

there is a well-known test for determining aptitude for any one of a considerable number of professions.

Finally there is great need of a method of persuading young persons to undertake the kind of thing they are best fitted to do. They are very likely to have ideas of their own which do not fit in with our diagnosis. There will of course always be incommensurable persons and qualities. A boy or girl may have hidden possibilities which no one can discover now, or may give promise of a brilliant future which will be unfilled because of some concealed defect of character. We cannot hope for complete success with every individual. The genius and his opposite are beyond us but the real genius will probably take care of himself. That does not excuse us from doing as well as we can for all the rest.

The proof of the kind of selective system I have described is in the quality of the classes selected by its means, their greater success, their fewer failures, their superior alertness and initiative, their general competence and public spirit, their smaller display of childishness and wrongheadedness. These results, so far as we can learn, have been attained wherever such a system or anything approaching it has had a real trial. Doubtless it can be greatly improved in detail. In its main features I am convinced that it is sound.

PRESIDENT GRANT: I am sure we have enjoyed this address on a subject that is so close to our work. We have a few minutes for discussion. If you have any questions, please don't hesitate to ask.

MISS ALMA H. PREINKERT (University of Maryland, College Park): I would like to ask when the aptitude tests are given.

DR. JONES: Of course, there is an aptitude test. The college board gives an aptitude test in June each year. Then most of the colleges that use aptitude tests give another test in September, just before college opens, for any candidates who may appear.

MISS PREINKERT: Could you eliminate any applicants in September?

DR. JONES: Oh, yes. It may not be practical in all places, but in a great many places they do eliminate. As a matter of fact, in some colleges they eliminate a great deal more in September than in June, because it is very likely to be the lamer man that hasn't taken care of it in June.

MR. S. E. SMITH (Northeast Missouri State Teachers' College, Kirksville): I would like to ask Dr. Jones if he has a personal interview in the case of every candidate for admission to college?

DR. JONES: I can't give the exact percentage that we have personal interviews with, but it is fully 90 per cent of our applicants, and for some time when we were beginning, I did conduct a large proportion of these myself. But I have two assistants who do a large part of it now, and those interviews are held by appointment usually. They begin to hold them about the middle of February, and they continue right through until June. As a matter of fact, there are some late applicants who come in the summer and are interviewed at that time. It is a tremendous undertaking, but it is very well worth while if you can accomplish it at all.

MR. FRED L. KERR (University of Arkansas, Fayetteville): I would like to ask a question about the problem of students who come to register without having made any previous application.

DR. JONES: We very seldom have them nowadays. If they come after the tests are over, of course, there is nothing we can do for them. In our part of the country, the student who turns up the day before college opens, not having applied previously, usually ought to be under suspicion. There is something wrong or he would have found out long before that he was going to come.

MR. KERR: We have more of a problem in Arkansas. We do not have a large percentage, but there are some who do not apply before they come.

DR. JONES: I might say further that I can conceive that a boy who turned up late, who was sufficiently promising, might receive a special test. There have been cases in which we did that, but they are very rare. Nowadays so many of them begin applying a year ahead and the latecomers are relatively few.

MR. E. H. CANON (State Normal and Teachers' College, Bowling Green, Kentucky): I would like to ask Dr. Jones if there is a program being worked out in any part of the country where tests are given before the student leaves the community.

DR. JONES: I can't answer that question. I think that some of the universities have tests which may be taken then. Of course, with us, the high school year isn't over until the latter part of June, so those who take the college tests take them before the school year is concluded. Some of the private schools stop a little earlier, but they have a review period and the students stay on, so that reaches most of them.

We have continued to give the Thorndike tests, because we were doing that before the Scholastic Aptitude test was established. We are this year giving it the first week in June, but it is given only at Columbia University. The College Board test, which is a very good test of the same type, is given all over the country. There are several hundred centers where it is given.

MR. JOHN PORTER HALL (Macalester College, St. Paul, Minnesota): I wonder if Mr. West is in the room. Mr. West could throw a little light on that last question that you asked. In the state of Minnesota, the University of Minnesota and the associated colleges or private colleges, of which there are about six, have instituted that method of examination, having these tests throughout the high

schools of the state, in March or April. That has just been finished in Minnesota.

MR. ROBERT M. MAGEE (Detroit Teachers' College, Detroit): I would like to know if the opportunity of going to college, under the system described, is limited to high school graduates?

DR. JONES: It is limited to students who have in some way presented evidence of having completed the required preparatory work. A student might enter by examination; that might happen but it very rarely happens with us. There are rare cases where a student might not have been able to have the complete school training. In that case, he would have the option of presenting evidence of his preparation by means of entrance examinations. Then, of course, if you couldn't get all the detailed records from the school, you would have to depend on personal interview for the other information which, in other cases, you get in part from the school.

MR. CLARENCE F. ROSS (Allegheny College, Meadville, Pa.): I would like to ask Dr. Jones if he would attach any particular weight to any personal information given by the student.

DR. JONES: I really haven't any right to speak on that, because we have never tried it. But I am afraid of it. That is why we haven't tried it.

MR. ROSS: Don't you find trouble in getting personal valuation from the principal of the city high school on the students?

DR. JONES: Sometimes, but in many of the large city high schools—New York City for example—there is a grade adviser who is particularly charged with looking after students who are going to college. It is his business to know about them, and the report in most cases really comes through the grade advisers. There are cases in which the school hasn't any such system, and the principal

has to say, "I haven't this information," but they are surprisingly few considering.

Twenty years ago we couldn't get that information. We had questions in similar forms, but the principal said, "We don't know anything about this. He has never been to the office for disciplinary purposes, and we don't know anything about him." That situation has changed very greatly. The schools are doing a lot of personnel work, too, and in most cases somebody seems to have the information. In some schools, where no one person seems to have it, there will be a composite report from three or four teachers, and that oftentimes answers the same purpose.

MISS CAROLINE B. GREENE (Mount Holyoke College, Massachusetts): I would like to ask Dr. Jones his opinion of the Educational Records Bureau's work.

DR. JONES: It seems to me that the kind of thing the Educational Records Bureau is trying to do is admirable, because if it is done well it gives much more information about the student's educational history than we can get by the final record. But it doesn't seem to me that it tells us everything. I do think that when a student has reached a point where he is ready for college work, there isn't anything—at least I don't know of anything—that is a substitute for the intelligence test.

MR. ALAN BRIGHT (Carnegie Institute of Technology, Pittsburgh, Pa.): Mr. Chairman, I think the most interesting thing about Dr. Jones' paper is that admission does not depend upon any single set of information, but that decision is made upon all the gathered information available. I would like to ask Dr. Jones if he does not regard the personal statement of the high school principal, from the small community where the class is small, as being perhaps the most significant piece of information that is available in handling the problem.

I would also like to ask, as a second question, whether or not in his experience any effort has been made to insist

upon that statement being made by the high school principal himself. We have always felt in my institution that the high school principal is usually an old, experienced school teacher, whose statement is thoroughly relied upon. He is usually a man who is conscientious and has a deep interest in the students leaving his school. Sometimes we are a little suspicious of the superintendent of schools. Occasionally we find a high school certificate coming to us where the school superintendent has taken it into his hands and signed the certificate. In some cases of that sort I suppose there is an element of politics. I wonder if it would be advisable to insist upon the certificate being executed by the principal himself.

DR. JONES: As far as my experience goes, we don't get very much by too much insistence. If I had a record in which I suspected the validity of the judgment given, I think I would try to check up some other way. Of course, the principal very often does know, and very often the thing he says is the most significant thing. But there are all kinds of principals.

I know of one school from which we have been getting a few boys every year for about ten years. This is an exaggeration, but it is what they say around the office: "What you want to do if you get a personal recommendation from So-and-So is to turn it wrong side out. Read all his pluses as minuses and his minuses as pluses, and you will have it right." That is the result of experience we have had with students he has sent in.

You can't trust anybody's judgment all the time, not even your own. There are some principals whose words I would rather take than all the rest of the record put together. If one of them says the boy is a first-rate boy and will be a good college student and make the kind of alumnus we want, that is really enough. Of course, we get all the records in, but I am as well convinced then as after I see the records.

But in smaller schools, particularly, principals are con-



stantly changing. I don't know; maybe that will work in your vicinity, but it wouldn't work very well in ours.

MR. J. R. SAGE (Iowa State College, Ames, Iowa): In Columbia, under that process of selection, what is the percentage of admission?

DR. JONES: About two-thirds, I should say, on the whole. About a third are admitted, and two-thirds are not. That is much better than the medical schools. Most of the medical schools admit one hundred students out of seven or eight hundred applicants.

Of course, if you are doing that kind of work, the college shouldn't take more than it can educate properly. You should not take a larger number than you have facilities to train, and obviously if you are going to admit only part of the applicants, the thing to do is to take those who are best qualified. Most of the others get taken care of somehow, if they are really good material.

MR. SAGE: What do you aim to do for the two-thirds other than just say, "We can't do anything for you?"

DR. JONES: As I have intimated in my paper, I think that is an extremely important question, but I think it is a question for the public to solve. The institutions are different and have a different relation to the public. We are doing one particular kind of job, and we can't use material which is not suited to that job. Somebody ought to take care of it. I have some ideas about that, but it isn't our job as an institution to take care of those we can't take care of in our own institution.

PRESIDENT GRANT: The morning session now stands adjourned.

The meeting adjourned at eleven-fifteen o'clock.

## TUESDAY AFTERNOON SESSION

APRIL 15, 1930

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The meeting convened at two-fifteen, President Grant presiding.

PRESIDENT GRANT: Mr. James A. Gannett of the University of Maine will take the chair and conduct the forum. Mr. Gannett assumed the chair.

CHAIRMAN GANNETT: I believe this open forum should provide an opportunity for everyone to express ideas or to get information upon points concerning their work, about which they are in doubt, and I hope that everyone will feel free to take part, particularly those who are here for the first time. The fact that you are here for the first time does not make a particle of difference in regard to participating in the program.

The first item is, "Faculty advisers and the registrar." This was suggested by Mr. J. F. Yothers of Coe College, Cedar Rapids, Iowa. Mr. Yothers will open the discussion.

### FACULTY ADVISERS AND THE REGISTRAR

"Faculty Advisers" is a perennial topic for discussion and controversy. An exchange of ideas on this important phase of college administration now before us for discussion will clarify our thinking both as to the principles and as to the methods involved.

The college of today exists for the purpose of offering such cultural advantages to young people as will best contribute to independence of thought, originality in achievement, and the ability to face with courage and confidence the exacting demands of life.

The manifest and obvious need of advice and wise counsel to students creates the responsibility on the part of the college to supply this need.

It may not be amiss to consult the dictionary to ascertain whether a definition of terms contains anything helpful by way of suggesting what an adviser should be and what he should do.

Advice implies the giving of practical information or direction as to action or conduct, usually by one who has, or affects to have, superior knowledge or experience.

Counsel suggests advice given on weighty or serious matters, usually, after careful deliberation.

Wise counsel suggests a balance of mind and a combination of knowledge, experience, and reflection tending to soundness of judgment.

I would call attention to three lines of counsel which should be provided in an organized manner for the benefit of students:

Counsel on Vocational matters,  
Counsel on Educational matters,  
Counsel on Social matters.

These types are not exclusive. They are closely related and intertwined, and, their fields overlap.

Why, then, not combine them and have them administered by a single person in a unified way?

I think this would be the ideal solution if practicable, which is not the case as the situation exists today in most educational institutions. The supply of persons qualified for these duties is inadequate for the task. There must be a division of labor carried on in a harmonious and coöperative way by those who have special fitness and preparation for certain phases of the work and also a sympathetic and friendly attitude towards the whole program of counsel.

Every institution should have a definite objective policy and program. More attention should be given by the administration of most colleges in the formulation of such a policy, and in keeping the same constantly before the minds of the entire instructional and administrative staff.

Breadth of vision and sincerity of purpose should characterize anyone who serves in an advisory capacity.

Counsel on vocational guidance and the student's life outlook requires the expert knowledge of a Personnel Director. I do not need to be more specific in mentioning the extensive knowledge necessary in the conduct of his duties and the many contacts in and outside of the institution that he must maintain. Rapidly changing economic and living conditions affecting industry and business have brought us into a period of social maladjustment which has created problems of great concern to both young and old in their outlook towards the future.

Counsel on social matters involves the student's adaptation to the community life of the institution. It includes conduct, discipline, organizations, the social and religious activities of students, health, student finance, oversight of dormitories, and what not. The Dean of Men and the Dean of Women who can discharge all these duties in a big way deserve the hearty coöperation and support of the entire institution.

The functions of the Personnel Director and the Dean are coördinate with those of the Registrar. The degree of coöperation which the Registrar gives to these coworkers may determine their success or failure. At least, the lack of coöperation will hamper them in the efficient performance of their duties.

Commonly speaking, Faculty Adviser is taken to refer to the one who dispenses counsel on educational matters. He assists the student in choosing a program of courses and gives such counsel and encouragement to the student from time to time as may be deemed necessary and helpful.

With reference to systems in vogue, methods differ according to the size and character of the school,—University, with its organization into separate schools such as Education, Law, Medicine, etc., Technical and professional schools, Liberal Arts Colleges, and according to the administrative personnel in any particular school. In the technical and professional schools, especially, the courses

are largely required courses with a very small amount of elective courses.

Briefly, the methods used are,—

On entrance, the student is assigned to a faculty member for the period of his college course.

Or, for the Freshman and Sophomore years, class officers or deans act in the capacity of advisers, then, when a major or field of concentration is chosen, the Head of the major department becomes adviser.

Again, Counselors serve for the different college classes, and the student changes counselor with advancement in classification.

This is the system used in Coe College with the incorporation of the advice of the Department Head as to courses in the student's major department and allied fields as well. During the second semester of each year the names of students who have chosen or indicated a major are handed to the Heads of respective departments. Consultation is arranged with the student and a choice of courses for the following year is discussed fully. Such conferences out of the rush season have been effective in tying up the student to the school, and have, without doubt, decreased student mortality in the following years.

Whatever system is used, the good of the student should be placed and kept first and foremost.

A certain amount of criticism is naturally to be expected. In human matters, with the greatest care and efficiency attainable, mistakes will occur occasionally. We should profit by our mistakes and eliminate their recurrence if possible. Persons differ in judgment and this makes it impossible to satisfy all in the same way. The problems of the individual student change with age and advancement, and these changes frequently require a re-adjustment of plans entered upon previously.

My experience confirms the belief that the interests of the student are served best by a class counselor who has the suggestion of the Department Head as to major courses to be included in the student's schedule. The Department

Head, as adviser, is too frequently departmentally minded, and in his zeal towards his department may not keep the interests of the student paramount. This plan lessens the number of advisers with whom the registrar has to deal, and the advisers acquire sufficient experience to render them proficient. It is also an advantage for the student to have the counsel of different individuals during the progress of his college course. Furthermore, there is a similarity of problems among students of the same classification and advancement.

I have observed two types of advisers. The one is mechanistic. He places great stress and reliance on charts, graphs, statistical data, and theories which are yet in the experimental stage. When fact and theory clash, the facts must give way to theory. The other type, which is in the majority, has a keen insight into human nature. His contact with the student is personal, except on matters purely routine. With his broad experience and wholesome philosophy of life, he studies the individual student against the background of his record and guides him towards the realization of his aim and purpose, making a sane and intelligent use of all that scientific method and experience have taught him. He accomplishes results not by force, but by suggestion. Having discussed the matter in question with thoroughness and fairness, he places the responsibility of choice on the student where it rightfully belongs. The student must learn to make his own decisions and should be encouraged to do so. Under proper guidance this is a safe policy.

Any system will fail to accomplish desired results unless it is administered with great care and a sense of fidelity to duty. The way the system is worked has more to do with its success than the system itself. Where outstanding results have been accomplished, one will always find an adviser who is competent and faithful and above all else sympathetic and sincere.

The Registrar should understand the kind of problems the adviser has to meet in order to supply the adviser

with such facts and interpretations of records as will aid in the solution of the problem at hand.

Last fall, for a number of weeks, all those on our campus who have official personal relations with the students met for dinner each week, after which one of the group would explain his particular work and what he was striving to accomplish. These meetings proved instructive to members of the group and I am sure contributed much to unity of endeavor and coöperation, reminding us that we are "many members in one body."

CHAIRMAN GANNETT: Mr. Yothers' subject is open for discussion. What has been your experience with student advisers and their relation to your office?

MR. F. T. OWEN (College of Emporia, Emporia, Kansas): We have been using student advisers in our school for the last six years. Our adviser system is built on the appointment of those men or women best fitted for advisers, not on the heads of the departments. The advisers are really little registrars. They arrange the scholastic courses and are responsible to the registrar's office for all records. All absences and delinquencies from the dean's office are reported to the advisers. The registrar's office furnishes every adviser with complete records of the students he has. These advisers have control of the students from the time they come until they are through. We find that a great deal better than the change of advisers at any time.

If the administration would be careful enough to pick men who are not departmentally-minded for advisers, if they will get men who will study the educational system, from our experience the results will be better. We have one man plan the student's course from the beginning to the end.

Those advisers, in disciplinary matters, are responsible to the dean. With regard to rules and regulations, of course, they are responsible to the registrar. We have a committee called an Advisers' Committee. The registrar,



the dean, and the dean of women are *ex officio* members of that committee, but don't do anything of the personal advising. I don't know how that would work in a school of a thousand or fifteen hundred.

MR. J. F. MITCHELL (Kansas State Teachers College, Pittsburg, Kansas): I am wondering how many students you are assigning to each adviser.

Our system is a little different than the one Brother Owen has just mentioned. Our students are advised in their courses directly by the heads of the departments. The sponsors of freshmen, particularly, have very little to do with the matter of advising in the master courses. I should think it would be out of the province of the sponsor to advise students as to their particular courses of study. It seems to me that the head of the department is the person to assume that responsibility.

However, the sponsors should advise them in regard to the social side of their relations to one another in the college, and particularly as to how they are standing in their classes. Our sponsors are all given reports on the progress of the students every six weeks. They know exactly how the student is getting along, and so they have a good opportunity to advise the student who is having trouble, to give him help, and at the same time leave the head of the department entirely free to handle the matter of suggesting lines of study.

MR. J. G. QUICK (University of Pittsburgh, Pittsburgh, Pa.): I would like to ask Mr. Yothers two questions. The first is: In the system you have outlined, are the members of the faculty allowed a reduced schedule in any way as far as their teaching load is concerned?

The second question has to do with the closing in of the information obtained by these various advisers into one central place, such as your office. Is that done?

MR. YOTHERS: We have a class counselor for the freshmen men, one for freshmen women, one for the sophomore, one for the junior, and one for the senior class. I might

say that some concessions are given in the way of schedule to these persons, but we find that sometimes those with a heavier schedule are more reliable and dependable than some of those who have a lighter schedule.

So far as their connection with registration is concerned, our counselors are under the direction of the registrar. We have them all in the same building, and if any question comes up, they usually come into the office and find what they want to help them in the solution of their problem.

MR. QUICK: Are the combined records kept by you?

MR. YOTHERS: Yes, the combined records are kept by me.

While I am on my feet, I would like to say, with reference to the heads of the departments acting as advisers in the matter of schedule, that as I understand it the freshmen generally do not have any department, and possibly the sophomores do not. They don't have a department until they have chosen their field for concentration. It seems to me that under that plan we are liable to have a free-for-all. We have too much of that now.

MR. MITCHELL (Kansas State Teachers' College): How many students are assigned to each sponsor?

MR. YOTHERS: We have eight hundred in our four classes. Of course the freshmen men and the freshmen women have not more than 150, and the sophomore group is the largest, having about 200. These advisers give counsel on educational matters, as I indicated, and other matters such as conduct, discipline, and so on are left to the dean of men, the dean of women and to the personnel director.

I think it should be mentioned that it is very important that certain work be done in an institution. The administration personnel or the personnel in administration is not the same in any two colleges. For instance, some don't have deans of women and deans of men. We have

a student who takes care of the preliminary work in the canvass for students. It seems to me that the method of doing these things is determined to a large extent by the personnel of the administration. It must be.

CHAIRMAN GANNETT: Mr. Yothers has treated this subject so fully in his opening paper that I think we shall have to drop the discussion and take up item No. 2, "How to receive promptly final grades from the faculty." This seems to strike a responsive chord. Mrs. Burgess, who was to introduce this subject, is no longer registrar at Concordia College, and the subject will be presented by Mr. H. H. Armsby of the Missouri School of Mines and Metallurgy, Rolla, Missouri.

MR. H. H. ARMSBY: I was just asked last evening to speak on this subject, so I haven't prepared any formal paper. I hope you will pardon me if I speak too long. I haven't had much time to boil things down.

Our first semester officially closes at noon on Friday. Our second semester opens at eight o'clock, Monday morning. Between that time, we have to, of course, get all the grades possible, and we have to figure an average grade for every student in school, because that determines his next semester's permissible schedule. We have to bring his record sheet up to date, showing all courses he has passed, because our work, being technical, is all tied up in prerequisites. We have to get out the flunk list, notify the flunk-outs and their parents, and have a list ready to present to the committee which considers petitions for re-admission. We generally have all that done by ten-thirty Friday night.

That may sound impossible. We have about 550 students. I have five assistants in my office.

I don't know that I can tell you just exactly how we get those grades in. It has simply been a matter of education. Each year, about two weeks before the final grades are due, I send a short notice to all the members of the faculty, explaining to them why we have to have the grades

promptly. I don't just simply say, "You have got to get them in by two o'clock Friday," but I tell them why, what we have to do with them, explaining it very briefly. I let them know what has to be done to those grades. Then when the grade sheets are sent out, I send with them another little notice, telling them the same thing again, a little more briefly. The grades are supposed to be in by two o'clock on Friday. That is supposed to be the dead line. I arrange the examination schedules so the larger classes have their examinations early in the week, and leave the smallest classes to the end, so the instructors can have a chance to obey the rules.

Promptly at two o'clock on Friday, the director of the school is notified of any faculty members who have not gotten their grades in, and he immediately calls each one on the phone and asks them, "How come?" By the time he has done that about two or three years, he doesn't have to do it any more.

When we first started on this calendar, we had a great deal of trouble trying to get these grades in. We worked Friday night and Saturday and Saturday night and Sunday and Sunday night. Last semester, when two o'clock came on Friday, I think there were about half a dozen instructors who didn't have their grades in. All but one of them had called me up and explained to me why they didn't have them in and had told me they would be in within an hour, and they were.

There was just one man who didn't get his grades in. He is a very personal friend and next-door neighbor of my assistant. I think he tries to take advantage of him. Fortunately he only had about four students, so it didn't make very much difference to us. We just left those four out and fixed up the rest, and those four men waited until he got his grades in before they registered.

As I stated in the beginning, it has simply been a matter of educating the faculty. We have taken them into our confidence, and instead of simply saying, "You get your grades in by two o'clock," we tell them why we have to

have their grades in by that time. We explain to them what we are doing. We have found that even faculty members, when you take them into your confidence and tell them what you are trying to do, will act like human beings. (Laughter and Applause.)

CHAIRMAN GANNETT: Will those registrars who have no difficulty whatever in getting their grades in on time raise their hands? (Laughter.)

About ten hands were raised.

CHAIRMAN GANNETT: Will you explain how you do it, Mrs. Hayes?

MRS. CLARA D. HAYES (Bowdoin College, Brunswick, Maine): It is a matter of education and coöperation. I think that will explain it. It has taken time to do it, but it is quite satisfactory.

MR. E. H. CANON (Western Kentucky State Normal and Teachers' College, Bowling Green, Ky.): I propose that we have a picture taken of those registrars who held their hands up, so we can hang it in our office.

MR. THOMAS W. REED (University of Georgia, Athens): I want to tell the assemblage how I cured a professor of sending in his grades late. At commencement time, about eleven o'clock, I found that a certain professor had failed to send any grades in for a section of seniors then graduating. I was sitting there with Professor Hook, who was helping me in my work. I rang this professor up and pulled him out of bed and said, "You failed to send in John Jones' grade in such-and-such a class."

He said, "Well, I am surprised. I am sorry about that." He gave his grade as 95.

I said, "Thank you." I laid my watch on the table and every five minutes I pulled him out of bed until about two o'clock that morning, asking him for different students grades. (Laughter.) He has never from that day to this—and that was eight years ago—failed to send his grades in on time.

MR. J. F. MITCHELL: In our institution, no instructor can get his check until his grades are in.

MR. REED: I am also treasurer of the University of Georgia, and when the term ends, they don't get their checks until their grades are in. I head them off in that direction, too.

MR. CANON: One experience we had was that a man said, "I don't care if I don't get my pay until August."

PRESIDENT GRANT: What happens if the grades are not in the night before commencement, and the instructor cannot be reached? Isn't it customary to pass the students anyhow?

CHAIRMAN GANNETT: A show of hands has been called for. How many would graduate a student if one or two grades were missing and the instructor was not available? About fifteen hands were raised.

MISS EMILIE B. CASS (Rollins College, Winter Park, Florida): I would like to ask how many colleges withhold the pay until the grades are sent in.

I had a peculiar experience in one case where the grades did not come in. The instructor was notified, and still they didn't arrive. It held me up. I went to the dean. He sent me to the treasurer, and the checks for those who had not sent in their grades were given to me in sealed envelopes. When they went down to the treasurer's office for their money, they were told that the registrar had their checks and as soon as they would give her their grades she would give them their checks.

One of them was a visiting professor, and he was simply furious. He said he had never been treated so in his life. He complained about it, and the dean said, "I have been in Ann Arbor for a number of years. I always go to the registrar and give him my grades and get a notice to take it down to the treasurer's office and get my money. I don't believe you have been mistreated in the least."

MR. WILLIAM M. REEVES (Phillips University, Enid, Okla.): We have a rule that the salary is held up until the grades are in. But really, I don't know when that rule has been enforced. I believe that getting the grades in is very largely a question of the education of the faculty.

I have been in my present position now for nearly ten years. When I first came there, at about the time the grades were due the dean of liberal arts asked me if I had all the grades in. I replied that I had them all in except those of one professor. He smiled, and I drew my own conclusions from that smile. That teacher had been late in getting his report in for some time. But I want to say that now he is one of the first ones to get the grades in, and they come in on time.

Our work closes Thursday night. By Monday noon all grades are posted on the student records. I do not remember, for the last several years, of a single case where the teachers have failed to get those grades in. Of course, they don't get them in quite as early once in a while as we would like, but they tell us the reasons, and they are very good reasons. They are reasons for which I would be willing to spend several extra hours of time to help out the teachers. Sometimes those things happen. There may be sickness in the family or something of that kind.

I want to say, for the members of the faculty at Phillips University, they get their grades in. We "josh" each other about it, but I tell them, "If your grades are in, your trouble for this semester is over, and you can go on and have your vacation until school is called again, and the registrar will have all the rest of your burdens for that length of time."

MRS. HAYES: Our senior grades are due Saturday morning. They are all recorded Saturday. The others are due Monday morning, and are recorded by four o'clock Monday afternoon.

MR. J. F. MITCHELL: In thirteen years we had just one case where the grades were not in on time.



CHAIRMAN GANNETT: We must turn to the next item on the program, "Simplification of office procedure." Mr. C. F. Ross of Allegheny College, Meadville, Pa., will open the discussion.

MR. C. F. ROSS: Unless my memory fails me, I suggested this big subject myself, innocently forgetting that it is usually the fate of the man who suggests the topic to open the discussion. I sincerely suggested the topic as a learner and not as a teacher. I suppose, however, I ought to be a good sport and say one or two things on two or three different topics which have been helpful to us, in the hope that I can get a good deal more out of you.

One of the first features to which every registrar must pay attention is the matter of records. Of course, it is perfectly obvious that the fewer records there are, providing they cover the field, the simpler the procedure is. We have found one type of record that has been very helpful.

It is a little card of this form (showing card) which contains on one side the student's name, the numerical record for the preceding term, which determines his allowed absences, some parallel columns, one for each subject in which he is registered, on which is recorded his record of absences. On the other side is the student's schedule, arranged by day and by subject. This, of course, is used in the visible file so it can easily be turned and examined. This card is made out by the student himself and relieves us of a considerable amount of effort.

Second, with respect to filing, we formerly filed all entrance certificates and similar material in folders. The folders are open at the top. The material does get lost or in bad shape. We have recently adopted a closed envelope in which is placed everything with respect to the student—his application blank, his personal rating sheets, his entrance certificates, any correspondence with reference to the entrance but not other correspondence. This is placed in an envelope with no fold on it, which we

have found simplifies the matter of filing. This envelope, with this material, if that system is used, may go to the freshman adviser before the entrance of the student, of course, to be returned to the office a little later.

Third, with reference to transcripts, I come from a small college where we do not use duplicating systems, photographic or otherwise. We have adopted the device, whenever we make a transcript of any student, of making a carbon copy of it and filing that away. It is no harder to make two than to make one. We have been quite surprised to see how frequently we have to resort to the carbon copies. Anybody can pick out a carbon copy in the file, whether it is the girl who is trained to make the certificate or not.

Fourth, with respect to registration, we have adopted a system which is rather expensive perhaps in time, but makes very greatly for simplification a little bit later. Of course, I am speaking from the standpoint of a small college. Beginning next week, as soon as I go home, I shall interview every student in the college who desires to return next fall. He will have consulted his adviser and come prepared with a schedule of his work for next fall. His schedule will be checked against our records to see that he is doing the required work and is properly headed toward any graduate work that you may have. His registration is then completed. That registration will be entirely finished before the first of June. That, of course, gives us at least one day and perhaps two days registration in the fall.

Fifth, with respect to appliances, we have found very helpful indeed, in our offices, two or three pieces of apparatus:

*First*, a Monroe calculator—I don't know how I could live without one.

*Second*, a multigraph. Some of you use a mimeograph, but we find a multigraph of considerable more value in preparing simple form letters, because the name can be typed in and the duplication hardly observed.

*Third*, a ditto machine or a multigraph.

*Fourth*, a wheel tray, which holds about twelve hundred cards I think is readily available for the small college, in which are kept permanent records of all students registered in the college. This can be wheeled into the vault at night and is also worth while. That is made by the Remington-Rand people.

MR. T. P. SCOTT (Mississippi State Teachers' College, Hattiesburg, Miss.): We have found it very helpful indeed to keep all the records in one place, just as the gentleman said.

In our college, a student who enters has set aside for him a folder which is numbered serially. Each student has a folder. Whatever he does goes into his folder,—his entrance credit sheet or his transfer credit sheet, the correspondence concerning that, and the record he makes in college while he is there. We find everything in that one folder. By referring to the card index, we find his serial number and can quickly find the folder in just a moment's time.

MR. FRED E. NESSELL (George Washington University, Washington, D. C.): We carry the envelope system a little further. We have prepared a special envelope, and up in the corner is a space for the name of the student. We also use the serial classification, and we indicate on the outside of the envelope what will be found on the inside: "This envelope contains application blank, record form," and so on.

MR. W. M. REEVES (Phillips University): We have one thing that I think saves a great deal of labor and is very convenient. We have our permanent record on a heavy paper, which is heavy enough to file as a regular record card, but still light enough so that a carbon copy may be made of that.

During the semester, after the enrollment is complete, the student's enrollment for the current semester is placed on that card with a carbon copy on what we call the stu-

dent sheet. When the grades come in at the close of the semester, they are entered in ink, with the semester hours credit on both the permanent record and student's copy. The student may call at the registration office and get his copy at any time. He may take it to his dean, or the dean may call for the copy and use it in the enrollment at any time he desires to do so. The only thing we are particular about is that it shall be in the registrar's office when this enrollment is entered on the permanent record and when the grades are entered on the permanent record.

The Dean of the College of Arts and Sciences told me, about a year after we introduced this, that it was one of the most helpful changes we had made in the records in the registrar's office.

MR. ROBERT J. RIORDAN (Crane Junior College, Chicago): In copying the grades into the permanent record, do you use student help?

CHAIRMAN GANNETT: How many use student help for copying the permanent grades onto the permanent record cards?

About twenty hands were raised.

CHAIRMAN GANNETT: Did you mean actually entering the grades onto the permanent record cards?

MR. RIORDAN: I mean the grades received from the instructors in the registration office, which are to be copied into the permanent records.

CHAIRMAN GANNETT: Will you raise your hands once more?

About the same number of hands were raised.

MR. QUICK: I still find it to be of great assistance to use the blueprint method for grade reproduction and reporting. Because of the growth of personnel work, because of the absolute need on the part of various officers in the university for authentic records, the blueprint has come to the rescue in a wonderful way. The grades, as

you perhaps know, are transcribed or entered onto tracing paper grade sheets. At the end of the recording period, the books containing those sheets are taken to a blueprint establishment, the blueprints are made, received, sent to the students, sent to the deans or to the advisers, and the registrar still retains the official record. But all offices concerned—the students, and even the high school principals—receive the blueprints. We have found in this system a tremendous saving of time and labor and effort.

MR. D. L. RICH (University of Michigan, Ann Arbor): In connection with blueprints, we have discovered that the Neupos blueprints, which give a black background, are still better. For a sheet of this size (showing) which is our form, the cost is 2c.

CHAIRMAN GANNETT: Would you be kind enough to tell us the name of the firm making those sheets?

MR. RICH: Keufel and Esser.

MISS ADELAIDE GUNDLACH (Berea College, Berea, Kentucky): In the simplification of our records, it has been our attempt for the last few years to build more and more data about the student on the one permanent record card. If we should adopt one of several of these blueprint methods or duplicate methods, how much of that personal data is it ethical to send around over the country about the student? How much of all that matter of discipline and faculty action and personnel data that we have been trying to get together must we take off that card in order to be able to duplicate it for the purpose of reporting grades to the student himself or through his parent or anyone else concerned?

MR. QUICK: So far as we are concerned, the personnel data is placed upon a personnel folder, not upon the sheet that is duplicated through this process.

That is recorded on the personnel card rather than on the master sheet, as we call it, and the two together form the complete record in the hands of the registrar, or the

personnel officer. The record that goes to the high school principal or the student concerns the grades only. It makes a very natural division, and we have not been embarrassed.

MR. REED: I would like to ask this question: How do you handle the situation of blueprint records when the deficiency table changes?

MR. QUICK: There are several columns. The first is "Courses"; the next is "Credits"; the next is "Grades"; and there is a fourth column, "Defrem," which is for deficiency removal. The original grade, if it is a deficiency grade, is cancelled, and the grade placed beside it. Both come out in the next blueprint. The removal grade is recorded the next time the blueprints are made, but we don't just run a separate blueprint to report that deficiency removal. The student waits until the next report.

MR. REED: Do you send your personnel rating blueprint when you are sending your transcript of the student to another institution?

MR. QUICK: We send a transcript only. If we send a blueprint, we send the blueprint only. Personnel data is kept in the folder. The dean should make inquiry about matters not contained or not explained on the blueprint, and they will be taken care of in a personal letter.

CHAIRMAN GANNETT: Unless there are further questions, we will turn to item No. 5, omitting No. 4 for the present. "Systems of recording absence from class"—Mr. G. W. Lamke of Washington University, St. Louis, Missouri, will open the discussion.

MR. G. W. LAMKE: When Mr. Gannett asked me this morning to pinch-hit for Miss Marks, I told him we did not record absences, at Washington University. I told him that perhaps someone else might better introduce this topic than myself.

After considering it for a moment, however, I thought perhaps our method of handling absences might be of

interest to other registrars. We permit as many unexcused absences as there are recitation periods a week. For instance, in a three-unit course, meeting three hours a week, the student may have three unexcused absences without penalty. The same would be true of a four-unit course or a five-unit course. When a student has acquired as many unexcused absences as he is entitled to, the instructor notifies the dean and the dean warns the student that if there are any more unexcused absences the student will be withdrawn from the class at the request of the instructor.

When these additional unexcused absences occur, the instructor notifies the dean that additional unexcused absences have occurred and asks for his removal from the class. The dean then notifies the student and also the parent that the student has been or will be withdrawn from the class unless there is a report within a very short time.

From then on, the procedure is automatic, and the dean notifies my office that the student has been withdrawn from the class, and I notify the instructor.

This system has been used for I believe the last fifteen years or more, and it has always worked out very satisfactorily. There is no labor in recording absences, and still I think we keep a fairly close tab on all of the people who have a tendency to acquire absences.

MR. JOHN PORTER HALL (Macalester College, St. Paul): I would like to ask if at Washington University they give a failure on retirement of the student from the class.

MR. LAMKE: Usually when a student is withdrawn from the class for an excessive absence a failing grade is recorded.

MR. HOMER S. MYERS (Southwestern College, Winfield, Kansas): We had such a system as has been outlined here some time ago, but the difficulty came in excusing the absences. I would like to know who has the authority to



excuse absences. There is always more or less complaint as to the fairness.

MR. LAMKE: The instructor himself determines whether or not the absence of the student is excusable. If it is an excused absence, he makes no report to the dean.

CHAIRMAN GANNETT: Is there a fairly uniform practice on the part of the different men in the faculty?

MR. LAMKE: Perhaps I should say that we do have occasionally a little trouble with some of the professors. One may attempt at the end of the semester to avoid giving the student the grade on the deficient grade sheet and neglect to turn in absences, but we keep after him until we get the real reason for not wanting to give the grades. Then we will not accept any grade until the instructor has explained the matter to the dean and the dean has withdrawn the student. Usually when the instructor has to explain his negligence to the dean once or twice, we have very little trouble.

MISS JESSIE McD. MACHIR (Kansas State Agricultural College, Manhattan, Kansas): I should like to know how many institutions represented by this group reward high scholarship by voluntary class attendance.

We have a plan in our college, operating for both the junior and senior classes, under which the student who in the spring semester, for instance, makes not less than thirty-two points, figuring two points to the second grade—that is, three points for the first and two for the second and one for the third and no point for the fourth grade—and not fewer than two points per credit hour, has the privilege of voluntary class attendance for the succeeding year. It has worked out quite splendidly for us. We have felt that it was an incentive for high scholarship, and we have felt it was not abused by the students who were so being recognized.

I have wondered how many of our group here might have the same plan.

CHAIRMAN GANNETT: How many of the colleges represented here have a plan of that type, rewarding students who maintain a certain standard?

About sixteen or seventeen raised their hands.

MISS LORENA M. CHURCH (Rockford College, Rockford, Illinois): We have a system more radical than that just mentioned. For the last four years we have allowed voluntary attendance in all our classes, which means that the responsibility is placed entirely upon the members of the faculty. It makes a very organic relationship rather than arbitrary relationship between the quality of the work done, the attendance on one hand and the grading on the other. I should say that on the whole it works very well.

There is nothing mechanical about it. There is no time spent upon it. The members of the faculty are supposed to intrigue their students into coming to classes by the way they teach. Some members of the faculty, of course, take advantage of it and are careless, and as a consequence, some students are very careless, but on the whole, I should say it is a very real step in advance.

MR. KERR: We tried out that scheme of voluntary attendance in the case of high-ranking students for two or three semesters, and then it died a natural death. Our object in trying it out was to give the better-ranking students a little freedom to exercise their initiative in doing outside work, and we could not discover that that purpose was accomplished in any way. Some of the students were absent when they had the privilege and we couldn't discover that they made any particular use of that time. We did discover that in the case of a very few students who were good enough to earn that privilege, when they had freedom, they abused it to the extent that their scholarship went down and they almost got themselves out of school.

MR. ROSS: May I report an experiment that isn't quite completed yet. I am not sure that it is very new. We are trying this term to sort of compromise between the

two systems which have been mentioned; namely the number of absences permitted is determined by the students' grades the preceding term. A student with an average of D may have one cut per hour the next term. There is no distinction between excused and unexcused cuts. There is no such thing as an excused cut. Students with C grade may have two cuts per hour. B students may have three cuts per hour, and A students may have four cuts per hour.

We were rather afraid to allow the student to have four cuts per hour, which would mean that he could stay out a month. I checked it over the other day, and found that is the spot where there is the least absence. The A students don't cause us one bit of trouble. I checked over nine A students without a single absence, and they might have had four per hour. The term is a little more than half over. I checked it the other day and found that only five students out of about six hundred had gone below the limit.

The second feature of this is that if a student goes below his limit of two cuts—that is, if he is a D student and takes one cut per hour minus two—one hour of credit in that subject is subtracted from his grades. He gets four cuts below two, and so on.

The purpose is to put the pressure on the point where it is most needed. It is a little early to say what will happen.

MR. R. N. DEMPSTER (Johns Hopkins University, Baltimore): How many institutions ignore the absences and leave the matter entirely in the hands of the instructor?

About twenty-five hands were raised.

MISS KATHERINE GEORGE (Northwestern University, Evanston, Illinois): What constitutes an excused absence?

MR. LAMKE: That is left entirely to the instructor.

MISS GEORGE: Are absences for athletic activities considered excused absences?

MR. LAMKE: Yes.

MR. J. R. ROBINSON (George Peabody College for Teachers, Nashville, Tenn.): I just recalled to mind a system that the dean of Belmont College was telling me about some time ago. It might work in some colleges where there is a small student body and they are all on the campus. He said they didn't have any absences at all. If a student is absent at the beginning of a class, the teacher has a phone on her desk and calls the dean. He locates the girl and has her in class within ten minutes.

CHAIRMAN GANNETT: We will now turn to the next item, No. 6, "Academic records of colleges which have gone out of existence." This will be presented by Mr. H. M. Showman, University of California, Los Angeles, California.

MR. H. M. SHOWMAN: Like some of the other speakers this afternoon, I also am a substitute. Mr. Steel of the University of California, in Berkeley, presented the topic, and it is his idea, and it should have been his responsibility to present it. But since he couldn't come, he asked me to deliver to you the very brief thought that he had in connection with this topic, so the idea is his. The merits of it belong to him; only the defects of presentation belong to me.

However, before I go into that, like every typical Californian, I must say something about the state, no matter what the topic is. (Laughter.) I don't find it myself, frankly, so far different from some other states through which I traveled in getting here. I have explained to at least a dozen or fifteen people from whence I came. The program has it as nearly right I think as I ever saw it outside of our own official documents.

The state of California has three institutions which are frequently confused: The University of Southern California in Los Angeles, of which Mr. Theron Clark is the genial registrar; the University of California, which has two parts, the old part at Berkeley and our young part at Los Angeles. Some of you have known it under the

term of Southern Branch. But we lost that name gradually several years ago and are now the University of California at Los Angeles. It is a long name, but it is getting to be a large institution and may well bear a long name.

Occasionally admission officers in the larger institutions receive applications for admission from students who at some early time began their college education, and they report on the proper blank that they attended such-and-such a college, and the college exists no longer. Usually the student has no satisfactory record with him, because generally such a lapse of time has occurred since he has attended school that he has probably lost anything that he ever had. Maybe he was glad to be rid of the incriminating evidence.

Then the registrar, in order to satisfy himself that he may admit this candidate or assign him to his proper place, must make every endeavor to find out what the student's status was in this college which has gone out of existence. Usually the records are still in existence somewhere if he but knew where to apply.

A number of years ago, the University of California received an application from a student. I think I was told it was from Lima College, somewhere in Ohio. The recorder at Berkeley made an investigation and found the institution had ceased to exist in 1911 and the records were left in the abandoned buildings because nobody was responsible for taking care of them.

One of the earliest things I remember, as a youngster in Colorado near Denver, was seeing that Westminster College building standing on the skyline. It can be seen for forty or fifty miles. It was abandoned at that time. It was later occupied again. It was closed and is now occupied by a denomination which is operating I think not as a college but more as an academy. Where those records may be, I don't know.

We had an illustration this past year of a college which has gone out of existence at Des Moines, and the Des

Moines University itself was caring for the records of a defunct institution, that of Highland College. I don't know what will happen to the records of Des Moines University, but something ought to be done.

That was Mr. Steel's point in bringing up this topic, that here is a thing this association better probably than any other group could do for colleges in general and for registrars in particular.

It seems that a student in going to college, paying his tuition and receiving instruction, ought to be assured in some way of the perpetual care of his records, just as when we subscribe to a cemetery association we are supposed to have perpetual care. Maybe the figure of speech could be carried to quite an elaboration. I leave it to you.

However, these suggestions might be made:

First, that somebody, some officer or committee of this Association, possibly the underworked and overpaid secretary, or possibly this very efficient committee which has just sent out the invaluable list of colleges with ratings, could take it upon themselves to perform these duties:

1. When it becomes obvious that a college is about to cease to exist or has just gone out of existence, to correspond with those who are responsible concerning the fate of the records, what is to be done with them, and to whom will they be given.

2. To assist these colleges in placing the records where they will be at least not lost or destroyed. Denomination colleges I suppose have a greater mortality than others, and it might well be that the records of denomination schools should be placed with sister institutions. Public institutions might have the records transferred for safe keeping, at least, to the state boards of education or possibly to the state university to hold until such time as something might be done to make them useful to inquirers.

3. To report annually possibly to the members of this Association the information that has been obtained. It would be of great assistance if we could have in our

records somewhere the information: "For information and records of Such-and-Such a college which no longer exists, apply to a certain individual.

I think it would be a good thing and one that would be with difficulty undertaken by any other body.

MR. REED: There is a situation in Georgia that has arisen in the last few years. It is right along the line of this discussion.

In the last few years, there has been a great change in the requirements for teachers' licenses. The State Department of Education and a great many of the teachers, especially women teachers of the state of mature years and long service, are trying to get degrees, and they come to the summer school in Athens, some 2,000 a year, and get credits.

Then comes up the question of their entrance. They have to have it some way, so we worked out this plan. I don't know whether it is a good one or not. I will give it to you and would like to know if anybody else had had this trouble.

It is practically impossible for these elderly people, say thirty-five or forty or forty-five years of age, who have been teaching a long time and are good teachers and experienced teachers, to get up these entrance credits. They can't do it. The high schools they attended were not accredited. The accredited relations arose since they were there, and the records are gone. The principals are dead, and there is no way to get the records. So we have passed this rule: That a person of mature years, who has taught seven years and who has passed in our summer school, college credit in the amount of fifteen college hours, if such a person will make us his own statement and give us all the information he can get, either from records that they can obtain or from his own statement where he can't obtain records, that he has had this seven years of experi-



ence plus fifteen hours of college credit, we validate the fifteen units.

I don't know whether that trouble has arisen anywhere else or not. It is a great trouble with us.

MR. KERR: I would like to ask Mr. Reed if he has any method of dealing with those who are honest enough to say they don't have quite fifteen units, if they had only two years of high school.

MR. REED: We have been very lenient, with anyone who can show us he has had the equivalent of a high school education and fifteen college hours of work and has taught seven years.

MR. KERR: I wondered if you gave any opportunity to those who didn't have a full high school education to go on with college work.

MR. REED: We let them go into summer school, but we don't issue the transcript until they can come up to the requirements I have just stated.

MR. SAGE: I would like to inquire what Mr. Reed would do in the case of sending to any one of us the transcript of such student records. Would he certify that the student had had certain units in high school or simply give the facts?

MR. REED: I would certify the exact statement of facts, that they were given the equivalent of fifteen units of high school on that condition. I wouldn't specify the units; that would be impossible. Nor would I attempt to put into the transcript that they had actually passed them.

MR. CLIFF GUILD (Illinois Wesleyan University, Bloomington, Illinois): I stated to our state association this afternoon, when we met for a few minutes at luncheon, that I was secretary for two cemetery associations. The old Chaddock College at Quincy went out of existence, I think, back in the past century. I have those records, and I also have the records of Heading College at Abingdon.

I am confronted all the time with this embarrassment: that the graduates of these institutions, which were not accredited institutions, feel that now that they have come under the wing of the Illinois Wesleyan University, which is accredited as a Class A institution and recognized by the Association of American Universities, that they should have that same credit. My answer to them is that I cannot raise their credit any more than I can raise the old credits of the Illinois Wesleyan before we received our present accredited class. I find quite a good deal of trouble, as Mr. Reed said, because those old records are not complete.

MR. REED: We do not give any college credit on that basis at all. If they have lost their records in the college, they have to dig it up some way. It is just the entrance I was speaking of.

MR. J. F. MITCHELL (Kansas State Teachers' College, Pittsburg): How many of the institutions here require students entering from a nonaccredited institution, dead or alive, to take examinations?

MR. HOMER S. MYERS (Southwestern College, Winfield, Kansas): Possibly there is a modification to that. We do that. If a student can take a continuation course, for instance, in a language, we permit him to validate his credit from a nonaccredited institution by doing successful work in that language. We regard it as a much better way.

CHAIRMAN GANNETT: It has just been stated that a student may receive credit by taking an advance course in the same subject.

How many require examinations for candidates coming from an unaccredited institution?

About fifteen hands were raised.

MR. J. F. MITCHELL: I would like to ask another question. If the method described by Mr. Myers is pursued, how do you determine credit on the first course?

MR. MYERS: We do not give a definite credit for that. We say, "Approved credit."

MR. E. L. GILLIS (University of Kentucky, Lexington): I would like to ask about that last question. About fifteen people said they would require the examination. Does that mean that all the others will take them without any examination? I don't know the significance of it.

CHAIRMAN GANNETT: How would you handle that, Mr. Smith?

MR. IRA M. SMITH (University of Michigan, Ann Arbor): I think the question is so involved that we could hardly handle it. For instance, a special student may enter and validate his claim by his subsequent performance. That is in effect an examination. Are you going to answer the question, in that case, by saying you give an examination, or otherwise? I think the question is too involved to take a show of hands.

MR. SAGE: Perhaps this comment I am going to make is not directly related to the question in hand, but it seems to me there are some other responsibilities that we have as registrars. We are interested, of course, in what we will do with credits from defunct colleges. Yet I think we have an even greater responsibility for our own records. For instance, you take the financial records of an institution. You always find them in a first-class vault; at least that is the usual case.

Ordinarily when you get your pay check at the end of the month, that check will be cashed and will go into the archives and be preserved carefully for the next hundred years. In most cases it will never be looked at. The same thing is true when an institution purchases equipment of any kind.

It doesn't make any difference whether those checks are preserved or not. But in the case of a student's record, ten or fifteen years from then, it is of real interest to the alumnus or the former student that he be allowed to

secure an official transcript of his record. It seems to me it is much more important that we have adequate storage facilities for preserving our official records. It is more important to us that we preserve our own records than that we give attention to the records from defunct colleges.

CHAIRMAN GANNETT: Turning to the next item, "Extra-curricular activities and their methods of control," Mr. Carey E. Melville, Clark University, Worcester, Massachusetts, will lead the discussion.

MR. CAREY E. MELVILLE: The subject suggested a rather delicate story, which was published by the *Atlantic Monthly* some years ago, of a bear cub which, when only a few days old, was adopted by a family which had a baby of almost exactly the same age. The cub and the baby were reared as twins, adding much to the joy and pleasure of the family for years.

In time the bear cub waxed large and powerful, and there came a time when its paws threatened to incapacitate and kill those who had nourished it. Regretfully it was necessary to impose the proper restraints to prevent such a catastrophe.

It is possible that we have in the academic family, some such lusty foster children, some in the cub stage, some may always be runts, some may have grown to such stature that they must have the greatest circumspection.

It is the interchange of ideas and information as to the methods of rearing and controlling them, that this next few minutes are devoted to. I suppose we should all agree that the purposes of any control are twofold—the interests of the individual, and the protection of the standards and the standing of the institution. It is not always the same thing.

The detailed methods implied, of course, are too numerous to even attempt to enumerate, much less describe. However, they vary all the way from what might be termed direct limitation, general eligibility, rules and require-

ments, prohibition or limitation on the individual or on the functioning of the activity. Probably in that connection the so-called point system has much in it to command our attention. Possibly in practice it presents difficulties, which those of us who are not familiar with it would like to know about before we adopt it.

At the other extreme there might be termed the indirect method of control, which is best illustrated by an institution of a special sort of very high standing. In this institution his program is outlined for him from I think seven o'clock in the morning until about bedtime with intervals for meals, of about an hour, and perhaps short recreation periods. There is no reference in anything that I have seen to any trouble with extra-curricular activities.

The question whether it is impossible in certain of the more standard forms of institutions to modify our program so that we would require of the college student a somewhat more detailed accounting for his time comparable to that which would be required of the man of the same age who had a business job might be a way to approach this question of control.

Of course, in any case, these things which I have just spoken of are to an extent repressive. There is no consideration of the question of controlling these activities that would be complete without also touching on the financial question. Activities which must finance themselves or recommend themselves to a sufficient number and sufficiently well to enlist financial support are subject in that way to certain amount of check. On the other hand, activities which are listed as official and for which the institution collects a tax from all students may grow and expand without the hampering necessity of wondering where the money to pay the bills is coming from.

It is that particular aspect of this problem which got me into this present difficulty—the question whether it was entirely ethical and educationally sound to impose a tax upon students or students' parents, about which they

had nothing to say, for things in which they have professed no interest whatever. I don't know. It is a question about which I have an opinion. I would be interested in the opinion of many others.

Then passing from these more or less regulatory repressive plans, it is a question in my mind whether we have really gotten at the question in the proper way. It was indicated this morning, in talking about the selected admission, that participation in activities was a vital matter. Also in recommending graduates for positions, I know that most deans and registrars point with pride to the accomplishments of the prize debater or the football captain or the editor of the college paper. We recognize them as bearing a vital relation to our activities. Perhaps the question, instead of how to control them, should be how to incorporate them into our educational scheme and perhaps that is only a phase of a larger question—just what our college aims are.

A year ago I might have had more positive convictions in regard to several aspects of this question. Since last September I have had a daughter as a freshman in college, and I am in a position to admit that I know nothing about it.

CHAIRMAN GANNETT: We will pass to the next subject, "Achievement tests for advancement in course," which will be opened by President Grant.

PRESIDENT GRANT: I haven't prepared a paper, but I thought the best way to introduce the subject was to read two or three paragraphs from the annual report of Dean Hawkes for 1930:

"In organizing the new curriculum the Faculty of the College emphasized the desirability of encouraging each student to enter the highest course for which he showed himself competent. In case he could in any way prepare himself to enter upon advanced work he was advised to apply for an achievement test in order that he might establish his ability. Requirements or prerequisites met

by this means do not carry points credit toward the degree but enable the student to do the work that he wants to do and which is more interesting and worth while for him.

"In September, 1928, each student in the entering class was asked to take placement tests in the modern language which he presented for admission, in English, and in such sciences as he proposed to continue in College. He was also advised to apply for an achievement test in any subject in which he felt sufficient confidence in his ability and training to justify a trial. As a result of these tests it turned out that 48.6 per cent of the incoming class showed competency to enter upon some phase of College work in advance of the point indicated by the naked entrance record. In all, 1,115 semester hours, aggregating 37 student years of College work, were anticipated in this way. Four students anticipated 20 or more semester hours by means of these tests. A few students were demoted as a result of the tests, and were asked to take courses lower than the one indicated by the entrance records. Such courses were taken without College credit unless the student maintained a very high record in the course to which he was demoted. In such a case it seemed fair to the student to assume that there was a reasonable doubt as to whether he ought to have been put back into a lower course without credit.

"The amazing result just mentioned of finding that half the freshman class could do more advanced work than would normally be expected of them seemed too good to be true. Of course the proof of the pudding was in the eating, and the success of the policy of advancing students as described rests upon the quality of the work that the students actually did in the courses to which they were promoted. Throughout the year the work of these students was observed, and at no time did trouble seem to be developing. In the early weeks of the Winter Session a few of the promoted boys expressed the fear that they were beyond their depth, but they were urged to fight it



out and in every such case the student found himself completely, before the middle of the year. After the final examinations in May, 1929, a careful study of the accomplishment of the promoted students was made. It turned out that of all the students who carried the course to which they were promoted only one individual received a failure, and one other received a mark of D. All of the rest not only passed but the average of their work was distinctly above that of the class as a whole.

"It goes without saying that one year's experiment is not enough to afford final conclusions. But unless all signs fail a device is here in process of development which will go farther toward stimulating the superior student to his best effort at the most critical period of his college course than anything that has come to my attention. Half of the incoming class were saved from taking some work that was too easy for them, and instead were placed where they had something to bite on. And they bit very vigorously. To save this group of our ablest students from the tendency to develop habits of loafing and from the boredom that comes from marking time in too elementary a class is certainly a contribution to the problem of the gifted student. This is one of the promising fruits of the new curriculum."

MR. KERR: Maybe I overlooked this in the reading. Do you have a set of so-called standard achievement tests for the various subjects?

PRESIDENT GRANT: Yes. The student with the approval of the department makes application for an achievement test, and upon approval of the dean is permitted to take the achievement test.

MR. R. B. STONE (Purdue University, Lafayette, Indiana): I am not sure whether I understood you. If a student takes the honorary course in French and passes his achievement test and is put into the advanced course, does he get college credit?

PRESIDENT GRANT: I think the dean made it clear that the student would receive course credit but not unit credit, not point credit. The student would receive credit for having passed the prescribed work, but no point credit.

MR. STONE: I am going to ask a question about that again. I don't understand. There is a difference. You are speaking of point credit. Do you mean by that the relative point?

PRESIDENT GRANT: I mean the semester hours credit. In other words, if a student passed the achievement test in French B and thus passed off the prescription, the semester hours represented by French B would not be included in the 120 semester hours required for graduation.

MR. STONE: What credit does he get?

PRESIDENT GRANT: There is certain prescribed work. A student has to pass, for example, three years of language.

MR. STONE: He substitutes elective for that?

PRESIDENT GRANT: Yes.

MR. STONE: If he doesn't get credit for it, it is easier for him to take the elementary course and fool around with it. Why should he take the advanced course, except on ethical grounds?

PRESIDENT GRANT: I believe it was brought out that there are some types of students who don't want to take the easiest course, who don't want to take a course where they may loaf.

MR. STONE: Theoretically they all ought to be that way. But do you find it works out that way?

PRESIDENT GRANT: The dean's report seems to indicate that it does.

MR. KERR: There is one answer to Mr. Stone's question. Perhaps you catch them when they come in as freshmen and get them into the achievement tests before they are wise enough to know they can loaf around.

PRESIDENT GRANT: I think perhaps Professor Jones could say something about our achievement test.

DR. A. L. JONES (Columbia University): I might say, with regard to the last comment made by Mr. Kerr, that strange as it may seem there are a lot of freshmen who come to college with the idea that they want to learn something. If you can get them into a course that will extend them a little to do the job before they have loafed through enough courses to find that education isn't what they want, you have some hope of saving them and teaching them something before they get through.

As a matter of fact, the average student, so far as we can tell, isn't trying to get through as easily as he can and to get his 120 points as quickly as he can. Before he gets through he is liable to get that point of view, but when he comes as an innocent freshman he is very likely to think he wants an education. When he gets to his junior year, he may think what he wants is a degree, but if you get him started right maybe he will go along all the way through thinking he wants an education.

There are a lot of these boys who are keenly interested when they come, but if you put them into a class of students who are much less well prepared, where they have to mark time, that is enough to kill their interest in an education.

Some of the tests that were made two or three years ago, with regard to the standing of students in French in high school, for example, showed that there were many students in the first year in high school who at the end of the first year knew a great deal more French than a lot of others at the end of the third year. Many of these boys come into college with a given number of years training in French and know five times as much as others who have had the same amount of preparation. If the boys are able to do a good job in an advanced class a good many of them like to do it and are glad to skip the subject matter that they already know.

MR. STONE: Is it optional with the student whether he takes the achievement tests or not? Or is it required that all students take the achievement tests and you put the good ones in the advance classes?

DR. JONES: Every student takes a placement test in his entrance subjects, but there are other subjects in the curriculum which are not entrance subjects, and in those cases the student applies for an achievement test if he wants to take it, if he thinks he is qualified. A good many of them do apply.

MR. STONE: That is brought to the attention of the student?

DR. JONES: In the information that is sent out to the students they are told they may do that. They may apply for achievement tests in anything in which they think they are advanced.

MR. STONE: You stated that in Columbia University fifty per cent of the students applied. They don't do that in Purdue.

DR. JONES: That is not 50 per cent in subjects other than secondary subjects, because most of them aren't qualified. But they all do take the placement tests. As Mr. Grant said, they are not compelled to go into an advanced class. But when they are told that they may, that is what they usually do.

As Mr. Grant has said, there have been a few cases in which the boys thought after they got into an advanced class that the pace was a little too fast for them, but also as he said, they were encouraged to keep up. As a matter of fact they do get on their feet in the advanced course, even if they think it is a little too advanced for them. But the percentage of those who don't accept an opportunity to go into the advanced class when they are given the opportunity is negligible.

MR. STONE: I am interested in the technique by which you get the students interested in getting into the ad-

vanced class. Often there is an opportunity but they don't take it.

DR. JONES: They are all required to take placement tests when they come in, in English, in foreign language, and in mathematics. They have a choice of certain other subjects. They are all required to take those three. Most of these promotions have been in English. More of them have been in English or French than in any other subject. But there has been a good scattering of them in other subjects. A good many have applied for achievement tests in the other subjects.

A good many have taken achievement tests in contemporary civilization. There isn't any one secondary school course that corresponds to that. But a good many have done a lot of reading in the field and a fair percentage pass achievement tests the first half of that course and are allowed to go into the second half. They think it is a privilege.

MR. S. J. MCCracken (Colorado Agricultural College, Fort Collins): I was just wondering if we could get some kind of multigraph service in having these few paragraphs that Mr. Grant has just read available to take back with us. I am sure some of us would be very glad to see that report if it would be available.

CHAIRMAN GANNETT: Mr. Grant, are these available upon application?

PRESIDENT GRANT: If you will write to the Secretary of the University, he will send you a copy, if there are enough left. I think there will be.

CHAIRMAN GANNETT: This is covered in Columbia University Bulletin of Information, Thirtieth Series, No. 2, published October 12, 1929, "Report of the Dean of Columbia College for 1929."

MR. B. J. STEGGERT (Loyola University, Chicago, Illinois): I would like to ask whether a student taking an achievement test in a prerequisite subject and passing it

satisfactorily would be exempted from taking a course. If you require plane trigonometry as a prerequisite for physics, could he take a test in trigonometry and pass it and take physics?

PRESIDENT GRANT: Yes, he could.

CHAIRMAN GANNETT: We will pass to the next item, "How to keep records for Honors Courses," to be introduced by Mr. J. P. Mitchell, Stanford University, California.

MR. J. P. MITCHELL: When I proposed this question there was a question right at the end of the topic. I don't know how to keep records for honors courses, and it occurred to me there might be others who didn't know how and would be interested in hearing from some of those who had done it successfully, as to what was the proper method of procedure. Let me take a minute to state the question more fully.

We all have certain requirements for graduation, at least in units. It may be 120 semester hours or 128 per-quarter hours, but there is a unit requirement. There is also a quality requirement. You must reach a certain level.

Now suppose a senior steps into one of these honors courses or takes up his last year's work on an achievement study plan or an individual assignment or one of these new schemes that we are experimenting with. What does the registrar do? How does he get the 120 hours to graduate? Should we allow a lump sum credit for the completion of the work? Should we enter half in the spring term and half in the fall term and consider the unfinished progress at the end of the first term and perhaps completed at the end of the spring term, and mark it back all the way through the year as done? Or should it be handled so that it all hinges on the completion at the end of the season of the year with a grade of A? Do we go back through the whole year and give him A on it two or three years back?

My thought was that someone who dealt with the independent study plan and honors courses, and especially the examination at the end, might be able to tell how that could best be done.

MISS LORENA M. CHURCH (Rockford College, Rockford, Illinois): This year we are allowing on our senior program the opportunity for the heads of the department to give two or four possibly, or if they think wise six, semester hours for honors work. This is an experiment and means, of course, that we trust the heads of our departments. I think it could be put all in the second semester or all in the first. I think it won't matter on the records.

MISS CAROLINE B. GREENE (Mount Holyoke College, South Hadley, Mass.): For seven years we have had honors work at Mount Holyoke. I have kept the record. Whether I have done it properly or not, I am sure I don't know, but I can tell what we have done.

The student who is doing honor work passes in her schedule of work exactly as the other students by indicating how many hours of individual or special honor work. All our work does not belong to the honor course. Some of it is done in the course and some of it individually under the direction of the special professor under whom she is working.

At the end of the semester all the courses are recorded exactly as they would be for any course, any pass course. The individual work is recorded or not, according to whether the instructor thinks he is ready to pass the work. In some cases the course is in such a state that the professor feels he should not pass it until the end of the year. Sometimes a tentative rating is given. We do that because of the Phi Beta Kappa record. But that is understood to be a tentative record.

Then there is at the end of the year a general examination in the student's major field, an honor examination.



Both of those are recorded on the record card, which is the same as the other students'.

In addition to this, I have kept special numerical cards for the work of the honor students. The work is given a little more definitely. I add to that the field of concentration, the subject of the thesis, and I get also data regarding the way in which the work has been taken from the opinion of the instructor, certain qualifications which are passed in and certain stages which are reported by the instructor.

We have found it very helpful. There is a place on the card for keeping special track of the student after that. The student goes out to do graduate work. What does that student publish? What does become of the work of our special students?

MR. E. B. STEVENS (University of Washington, Seattle, Wash.): The type of student that comes closest to an honor student with us is the student who registers for a senior conference. In the Department of English a student may register for a course called Senior Conference. There is a comprehensive examination at the end of the work, or at the end of the year if the work is finished. When the work is finished the comprehensive examination is given and final record is turned in.

Our problem in the office is solved by the fact that the faculty provides courses which go on the registration records and there are registration cards sent to the faculty so that they have an opportunity and an obligation to report at quarterly intervals upon these courses. So we do get a record.

MR. FAYETTE T. OWEN (College of Emporia, Emporia, Kansas): I would like to know how many of the liberal arts colleges are giving these so-called honors courses.

CHAIRMAN GANNETT: Will the representatives of those institutions which give the so-called honors courses raise their hands?

Between thirty-six and forty hands were raised.

MR. K. P. R. NEVILLE (University of Western Ontario, London, Ontario): I don't know whether I should take part in this discussion or not, because I represent a section that has for fifty years handled as an integral part of its education the honors course. It is not the idea that is understood here as an honors course at all. I don't know but it might interest you for a few minutes to have me explain why it is done.

The students come to us with either four years or five years of high school—four years of high school and one year in junior college. Those who have the latter are permitted, at the end of the first year or at the entrance of the school, to elect an honors course, in which they will major in say two honor subjects, the sum total of which over four years is required for graduation.

No two schools of the five will divide the honor work in the same way, but they anticipate at the end of the four years they are all going to come up to the same place.

The record keeping is not particularly difficult, because the records are kept almost the same way as you would for the pass course record. At the end of the second year you would say a man has finished honor history or honor English. He is permitted to go then into the third year. He finishes his third year. There is no question of records or anything. He has finished the third year in honor history. He graduates at the end of the fourth year. He has had one year more in high school and college than the graduate of the arts college of the United States. He has had at least three years of specialization and perhaps four. That isn't a question of record at all. But it is an attempt to explain the kind of course that the Ontario colleges and nearly all the Canadian colleges offer—specialization from the end of the first course, from the end of the first year, or even from the beginning of the first year.

I may not have made myself clear, but will attempt to answer definite questions.

MR. J. F. MITCHELL (Kansas Teachers College): What classes are permitted to take these courses along with the regular schedule? Are all permitted to do so?

MR. NEVILLE: The rule is not uniform. Those who come from what we call an upper school—that is the fifth year of high school or four years of high school and one year of junior college—with the standing of C, or 60 per cent, will be permitted in my institution to elect an honor course. In some institutions they are allowed to do so if they get a D, which is 50 per cent. But there is no such thing as an individual examination.

MR. J. F. MITCHELL: Do they carry this honor course in addition to the regular schedule, or is that part of the regular schedule?

MR. NEVILLE: The honor course is the regular schedule.

MR. T. P. SCOTT (Mississippi State Teachers' College, Hattiesburg): If we have a moment, I want to ask a question. The question puzzled us very much. That is, the granting of examination for advanced college training. I am wondering if anybody else is troubled with that sort of proposition.

We have a great many people who are clamoring to accumulate college credit by taking examinations in the subjects they think they can pass in. I asked this question a few months ago of about fifty reputable colleges in the United States and found one registrar who said that any man who comes up at his college and says he wants to take an examination in such-and-such a course is given that examination, and if he passes he is given credit for it. There are no questions asked as to whether he has ever had the course at all or not.

I found a great many colleges whose registrars answered the question and said, "Under no conditions do we ever grant examination." It ranges all the way between those two extremes.

I am just wondering if there are others here who have that problem confronting them. The opinion of our fac-

ulty is divided. Some think we ought to be very liberal and others think we ought to be very conservative. We certainly don't want to go against custom, if we can find what the custom is.

MR. EZRA L. GILLIS (University of Kentucky, Lexington, Ky.): I recently read a paper on that subject and was told that in a few days it would be mimeographed. I consider it the best statement made on that subject. I will be glad to mail you a copy if you let me know you want it. It covers the question.

I would like to ask a question, if it is not too late to come back to item No. 6, "Academic records of colleges which have gone out of existence," which was discussed by Mr. Showman.

A question was asked about examinations. That was so complicated in the way it was asked, that I didn't vote on it. I would like to have a show of hands. The question was asked as to whether you would require an examination to admit students from defunct colleges.

We have two classes. There is a class of extinct colleges which were cut out of existence before there was much attention paid to registration.

I would like to ask if in the case of all that have gone out of existence in the last few years—say the last four or five years—you would admit students from extinct colleges which were not accredited in recent years on the same basis as you take them from accredited colleges. If a student has had two years in a college that is not accredited and has gone out of existence, and has worked during the last four or five years, would you admit him or her and classify him or her as a junior? I think that is a fair question.

CHAIRMAN GANNETT: Is Mr. Gillis's question understood? How many would admit a student who had attended an institution which was not accredited and which was not in existence and give him advanced standing?

MR. GILLIS: I mean a college which has gone out of existence during the last few years with work done during the last few years. How many would require an examination now for that type of student?

CHAIRMAN GANNETT: You mean as a regular student?

MR. GILLIS: And admit him if he passed the examination.

MR. E. J. MATHEWS (University of Texas, Austin): What is the significant factor in that question? Is it that you have no transcript? If you do have a transcript, what difference does it make whether this nonaccredited school is very much alive, defunct or what not? I don't see that that makes any difference.

MR. GILLIS: I don't think it does. That question was asked a while ago.

MR. MATHEWS: Is your point in case you have the transcript?

MR. GILLIS: No, if you have the transcript it is all right. My question is whether you would take the student without an examination.

MR. MATHEWS: I am surprised that a good registrar would ask a group like this such a question. The only unusual thing about it, if that is unusual, is that it has passed on.

CHAIRMAN GANNETT: Will you state your question again, Mr. Gillis?

MR. GILLIS: In the case of a defunct college that has gone out of existence a number of years ago, I suppose most institutions would allow them, to take advanced work and make out some credit. If the work was done in recent years, would they accept them on certificate and classify them as regular students?

CHAIRMAN GANNETT: How many would accept and classify? Raise your hands.

No hands were raised.

MR. OWEN: The reason I didn't vote is because I don't believe in prescribing medicine until I have the case before me. I never had a case like that. So why should I vote?

CHAIRMAN GANNETT: We are ready for the second question, Mr. Gillis.

MR. GILLIS: I got the impression a while ago that ten or twelve people would require an examination, and I thought the question was too complicated.

MISS ADELAIDE GUNDLACH (Berea College, Berea, Kentucky): If a question like that came to me I would write to Mr. Gillis and ask him what to do.

CHAIRMAN GANNETT: The afternoon's session is adjourned.

The meeting adjourned at four-thirty o'clock.

## TUESDAY BANQUET SESSION

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APRIL 15, 1930

The meeting convened at eight o'clock, President Grant presiding.

PRESIDENT GRANT: Ladies and Gentlemen: It gives me great pleasure to turn this little party over to the toastmaster of the evening, Mr. George Morris, Editor of the *Commercial Appeal*.

TOASTMASTER MORRIS: Ladies and Gentlemen: I really didn't know just what sort of meeting this was going to be. Being a college meeting, I thought probably there would be a few football coaches here to discuss changes in the rules, and I come here and am rather dismayed by this formidable and most delightful audience.

It gives me a new insight into colleges and college life. I really think that it is something we ought to learn a little more about. (Laughter.) It is an entirely new phase of the industry to some of us.

I have been inquiring of Mrs. Grant about the duties of a registrar, and she is very reluctant to disclose them, if she really knows. About all I could get from her is that it takes Mr. Grant out a great deal at night. So I know something about the duties of a registrar. (Laughter.) I am fortunate also, having something to do with both the morning and afternoon paper, I have an alibi both day and night.

I understand that the duty of a registrar is to keep time on the students and check up on their work. I am not here to tell you what to do as a registrar; I am just telling you what I don't know. I have just been thinking what a difficult problem it is when you have so many different ways of grading the students nowadays. There are so many of them that rank one way and some another. If a man is merely a student, why of course he is to be graded



one way. If he has some athletic prowess he is measured with a different yardstick. In the old days, the students had to pay their way. That was some time ago. Some, I understand, still pay. But it is about fifty-fifty. They hire about as many as they pay.

College life is in a state of evolution, if you will pardon the expression. I don't want to be in the attitude of violating any of our laws. I shall confine my violation to the Eighteenth Amendment. But you have a different situation from ours. I don't know anything about colleges and I don't know anything about education. I went to a little college, but the principal thing they taught there was immersion. And it had its influence on me. I immediately joined the Methodist Church. After patronizing that institution for some time, I decided, being worn out with all sorts of religions, to send my boy to an Episcopal college. So I don't know much about education. I am inclined to believe it is not as bad as some people think it is.

I had a letter today from a man who contributes occasionally to the paper and keeps everybody stirred up. He answered someone who said that a little learning is a dangerous thing. He says that that is the recourse of the fundamentalist when anybody makes any remarks indicating any degree of intelligence. I am just telling you what he said. So he said, in answer to this idea of answering everything of that sort with the remark that a little learning is a dangerous thing, that he doesn't know how anybody is going to get a lot of learning without first getting a little learning, that he has never known anybody to be baptized with wisdom all of a sudden. He said even if you learn the alphabet that might be called a little learning, and surely nobody would say that is a dangerous thing. In conclusion, he said, "Of course the Pope, or whoever it was that said that, is all wet." I am inclined to that opinion myself. I think from what I have seen of the workmanship of colleges that they do about as much good as they do harm.

The only real grievance I have against colleges is this journalistic course that they offer. They count them in the enrollment, too. These students come out as soon as they get about six weeks' training and expect to be editors. Of course, you can make an editor a lot quicker than a school teacher or anything worth while. They come to us—not from Columbia University, of course, but from some of these other colleges—present their credentials and demand their position or editorship or something of that sort. And sometimes it doesn't take us much longer to teach one of them than it does to teach the office boy. But they are always very interesting persons, and it is always interesting to see anybody who thinks he knows a lot. It is interesting to see him forget it.

But I am not here to do anything more than to represent the ignorance and whatever else it is that I am supposed to personify as an exhibit before you learned people. My duty is to present two very distinguished Memphians who are going to speak to you this evening. I know you will enjoy their speeches. I have always enjoyed them, and I can tell you that they are good. I mean these speeches you will hear to-night.

I asked Bolton Smith if he went to college, and if so, where, and he gave me a very evasive answer. Of course, we would all like to claim that we went to college, but I suspect there are some people like our late Walter Malone of Memphis—poet, lawyer and scholar. Someone asked Judge Malone where he was educated. He said, "I wasted four years at the University of Mississippi and educated myself." (Laughter.)

Of course, that wouldn't apply to any other college except the University of Mississippi. I suspect that in those days it was pretty true of that college, although it is coming along very nicely now. They change the—what do you call it, the head of a college, not a president—chancellor with every governor's election.

I don't know whether in other parts of the country you make education a political issue or not, but in some adjoin-

ing states the faction in power controls the schools and they teach only what they think ought to be studied. That is the way we do things down here. We take our education very seriously—what little we have of it.

But we really have made some progress in Tennessee. A great many people in Arkansas read and write now. The Mississippians have been reading and writing for ten or fifteen years. Bolton Smith here, who is going to speak to you as soon as I find a chance to sit down, is trustee of our State University and its different branches and can tell you something if he will, about the progress that Tennessee has made educationally.

I suppose a great many of you know about it. I don't know what we are spending. It must be around twenty million a year for our own institutions. We are very proud of our city schools. We think we have a great superintendent in Professor Jones. I hope you have had the opportunity of meeting Miss Powers, the superintendent of our country schools. I never miss an opportunity to say something about Miss Powers whenever the occasion presents itself, because I believe it is generally considered throughout the United States that the public schools of Shelby County are just about as good—Miss Powers says better—as you will find in any county in this country, and we are very proud of that fact. We are doing a great work, and we think that under her direction we are headed toward even greater things. But you don't want to hear me talk about something that is in your line of business, and you wouldn't be interested in mine.

At this time it is my very great pleasure to present to you a friend of mine of many years, one of Memphis' finest citizens, the last man that I know of to advocate the League of Nations—I believe he still is for it—and champion of the World Court, a man who is respected by everybody, who is listed in every worthy cause we have, one of our fine citizens, and one of whom we are very proud. I am happy to have you meet my good friend Bolton Smith.

MR. BOLTON SMITH: Mr. Toastmaster, Ladies and Gentlemen: Mr. Morris mentioned Miss Sue Powers. It is a rather remarkable thing that for forty years the county superintendents of this county have been women. If our county stands as high as Mr. Morris says it does, I think it is because of those women superintendents of education. A woman has an unusual advantage in never being very interested in politics and being very much interested in the education of children.

Our toastmaster mentioned Arkansas and Mississippi, which reminds me of a story of a man from Mississippi who went over to Arkansas to deliver a Fourth of July address. In his remarks he said, "I see a great many old friends, a great many people that came from my part of Mississippi. And the thing that astonishes us is why you came away from Mississippi, because if you had stayed at home, you would not have been convicted."

I am going to talk tonight not about the League of Nations, which I do still believe in, but about something that I think everybody has been interested in more or less, and that is mental and spiritual disarmament, however much some may disagree about the other kind of disarmament. I am sure we are going to have from your paper, Mr. Morris, in a day or two, a most valuable report about what has been going on in Washington, and Mr. Hoover will reap the result of the fine work and the great purposes he has had at heart.

#### MENTAL AND SPIRITUAL DISARMAMENT

A good deal has been said about physical disarmament and much has been accomplished, but while strongly supporting our government in all it has attempted, many of us have been definitely conscious that the greatest good of physical disarmament was the mental disarmament which it promoted. Reduction in fighting strength implies to a greater or lesser degree an increased confidence in the good faith and peaceful purposes of other nations.

Perhaps the reason why mental disarmament has not been more definitely undertaken is because of its illusive nature and of its fundamental difficulty. Mr. Ramsey MacDonald, speaking in New York last October, said:

"The mind, however, is furnished always with old furniture and it is very difficult for you to turn out of your mind the assumptions and fears that you have inherited and to furnish it afresh as you do your rooms in your houses."

He then proceeds to apply this idea to the British people, who for generations have felt control of the seas to be absolutely necessary to their own life and to the life of their far-flung empire.

We can change the furniture in our houses in a few days; that is purely a commercial transaction, but any considerable change in the furniture of our minds takes time, involving as it does hallowed convictions which cannot be considered as having been abandoned until the new view has taken possession of our subconscious mind.

The greatest enemy to sane international thinking is what I would call excessive, or unqualified patriotism. This was the trouble with the German people. They were uncritical of their own government, in its relations with the outside world. Borrowing an expression once much heard in America but which I am glad to say we have not heard lately, they were 100% German.

Edmond Holmes, an English educator, wrote a book about them entitled "The Nemesis of Docility." Although written during the war it is by no means just a war book. Using the Germans as a terrible example it deals rather with that type of training which has come to be known in America as Progressive Education and which seeks to develop the habit of independent thinking even in our youngest pupils. I commend this book to your attention as one of the best discussions of the spiritual values inherent in this method of training.

This German doctrine was avowedly based upon the principle that there was nothing higher than the state. It

was as if "Germania" were some super being endowed with mystical and magic qualities. But there was no such super being—only the Kaiser and his cronies.

But the Germans are not the only ones, I am sure that even in this enlightened audience, there are many who will be shocked by the statement that our Nation is but a tool of man—a sacred tool, a holy tool, because of the blood and sacrifice which have gone to its building—but a tool nevertheless. Until recently one of our great newspapers carried at its masthead the words of Stephen Decatur: "My country in her relations with other nations; may she always be right, but right or wrong, my country." I suppose that after we get into a fight pretty nearly all of us would subscribe to this doctrine but it certainly is bad peacetime doctrine and distinctly does not make for mental disarmament. Let us rather emphasize the words of Edith Cavell, one of the saints of the late war, who in her dying moments said, "Patriotism is not enough."

In some little Balkan nation, constantly threatened by powerful neighbors, Decatur's words might have represented the proper state of mind for every good citizen at all times; but even there as the League of Nations grows in influence I am sure mental disarmament will slowly develop.

It has been charged that those who endeavor to see both sides of an international question are antagonistic to their own government, more French, or more English, than American. But I have never met such people and the fact that so many readily criticize every one who utters a word in defense of a foreign cause shows how great is our need of clearer and saner thinking on the subject.

The message of the Almighty is to the soul of the individual and only through him reaches the Nation. "To thine own self be true and it shall follow as the night the day, thou canst not then be false to any man." Let that be our guide even though some may fear it will increase the number of conscientious objectors. No nation whose cause is just will be much troubled with them. I suspect

that Edith Cavell might have declined to bear arms herself.

There is a sternness about the faith of the old Hebrew writer who declared "Shall not the Lord of all the world do right?" which has had much to do with the character building power of the religions of the West. In the orient, even princes might be above the law of right, but here God, Himself, was subject to its rule.

Our national flag as carried in the procession of the church I attend is attached to a staff which illustrates what I am attempting to say. At the top is a cross typifying God and the ethical principles which are above all mankind. Next comes a globe representing the world, or humanity, and only then the national flag itself. This principle of a restrained patriotism—a patriotism subject to the great principles of right and of justice as interpreted by an enlightened public opinion, can be inculcated on the football field of the high school and of the university better perhaps than anywhere else. It is good form to cheer a fine play by the opposing team, but when I hear the boys talk among themselves I often wonder how sincere such a cheer is. And yet, we are here forming our future citizens who will carry out in politics and in international relations the principles absorbed in youth.

A further help toward mental disarmament will come from a clear realization of the narrow limits within which force is permanently effective. The British Empire lost the Thirteen Colonies because it did not understand this fact of human nature and within our day she won the loyalty of South Africa because she did understand it. One of the deepest truths is the universal response obtained from sympathy, nonaggression and respect for other's opinion. This, I take to be the meaning of that one of the beatitudes which reads, "Blessed are the meek for they shall inherit the earth."

The principle is of universal application. Our first social workers went to the slum dweller, never doubting their welcome, only to find that no one welcomes even help



unless presented in a spirit of sympathy and brotherhood. I have been deeply impressed with the fact that the officials of some schools and colleges with which I have been acquainted, in controversies with their students, have seemed too often to be thinking of their own dignity rather than of the good and true development of the pupil, or student. I have heard a father say of a child, "I will break his will," without stopping to consider the harm that would result, even if the end could be accomplished. Force does not build character, though it may inspire caution, which is a very different thing. It is not alone in so-called character building lessons, or in Sunday-school classes that our youth receive lessons in character building—the *unconscious lesson often makes the deepest impression*. The teacher, by his attitude of respect for the pupil and his individuality has a profound influence. When the pupil finds his own rights respected and his individuality treated with consideration he is likely to treat others in the same manner, and less and less approve the use of other methods. And what I have said of the student applies with perhaps greater force to the professor. If it were not for the increasing recognition of academic freedom I would despair of America. Our ancestors were thinking of kings and of aristocracies when they declared that "Eternal Vigilance was the Price of Liberty" but selfish and unreasoning power can reappear under many garbs. Those of our colleges and universities, which maintain the great principle of academic freedom, rank with our courts and constitution as true preservers of our liberties and should be surrounded by similar veneration.

Another factor is education in history to the end that we may know the difficulties and trials other nations have passed through. We Americans have a bad way of thinking ourselves superior to the rest of the world because we have formed the United States of America, whereas, Europe is still divided. We forget that we are only transplanted Europeans and that if we have accomplished more than they, it is because our difficulties have been fewer

than theirs. We had a virgin continent to overrun and the use of one tongue was so general that early in our life it became universal. We had no aristocracy and our state governments being of recent formation, did not hold our loyalty to the destruction of loftier plans. In Europe too there has been longing for a better order.

Shortly after the Franco-Prussian war, I was in school in Geneva attending the college, which Calvin founded. The Duke de Bruglie was prime minister of the French Republic. The Napoleonic dynasty having lost prestige through the defeat of Napoleon the Third, and many believing that the French people were not by nature suited to a republican form of government, a movement developed for the restoration of the Bourbons. The Chamber of Deputies were unfavorable to a Coup d'Etat and was dissolved. It was understood that if in the election which followed the partisans of the duke carried the election, he would call a representative of the Bourbon family to the throne. We schoolboys put our pocket money together and sent it to the Republican Committee at Lyons, to help the good cause. Geneva took a great interest in the election, and when the Republicans were successful there was a torchlight procession in which we boys marched. In that procession there was carried a French flag, a Swiss flag and a flag of the United States of America. No other flags were carried. Being a very patriotic American, I asked the bearer of this flag why ours was the only national flag beside those of France and Switzerland carried. I supposed that he would tell me it was because our republic was so great and strong, but instead he said, "This flag, no doubt, was made to represent the United States of America but we are carrying it tonight as representing the United States of Europe, the coming of which we believe will be hastened by the election in France. That was over fifty years ago and if the United States of Europe has not come into being, I think you will all recognize that it is *not* because the people of Europe are inferior to us in political sagacity, but because of the difficulties in their way.

Another obstacle to mental disarmament lies in racial contempt. There are many manifestations of arrogance to which we may well address our individual and collective thinking. Mr. Hoover's commission to Haiti recommends among other things that all individuals among our force of occupation entertaining feelings of contempt for the people of Haiti be recalled and that none with like feeling be sent there. I have no doubt that a broader and more Christian attitude toward the educated Haitian would have been tremendously beneficial. We would have understood their point of view better and they would have understood ours. A race and island that could produce such a splendid man as General Alexander Dumas; his son, the great novelist, and his grandson, the playwright, author of *Camille*, is entitled to respect, especially in their own land.

More than two-thirds of the inhabitants of the world are brown, yellow, or black and it does not seem likely that any League of Nations can permanently preserve peace unless the white race develops sufficient Christianity to look upon the rest of the human race with sympathy and respect. Men say, "I believe in treating them justly." But I fear you cannot do that as long as you do not have a very real respect for the fundamental humanity of man. Let me suggest an analogy. Most of you play golf. You realize the importance of "following through." The beginner when he tries to hit the ball, unconsciously expects to stop the club immediately after the impact. Consequently, in spite of himself, he begins to stop the club before the impact. The intent and purpose to "follow through" must be present throughout the entire stroke if the maximum blow is to be given the ball.

It is the same with our attitude toward others. I am not a psychologist but I believe that it is sound psychology that no human attitude not founded in respect can ever produce genuine and helpful results. When we have no temptation, perhaps—but when there is temptation, NO. And that failure will spoil everything. There is profound

psychology in the great Epistle to the Corinthians—without a certain good will or charity of attitude we cannot help others.

In the quiver of civilization there yet remains one splendid arrow never tried as yet by any people; namely, that meekness which carries with it true and profound respect for the essential divinity buried in other men, other nations, and other races. The historian tells us that civilizations have passed because of war, the exhaustion of the soil, and so on. But underneath these reasons there seems to lie one reason more fundamental yet—man's contempt for man. The Man of Galilee taught otherwise. We have worshiped Him for 2,000 years, but few there have been who recognized in His teaching the foundation of the wisest, soundest statesmanship the world has ever known.

May we not hope that our beloved America, breaking with the past, may lead the way in the application to International affairs of these great spiritual forces. When we realize their organizing power we will know them for the great realities they are. Perhaps from that knowledge may come a renewed belief in the splendor of life as well as a new joy in effort, in sacrifice and in accomplishment.

TOASTMASTER MORRIS: Ladies and Gentlemen: I know now what is the matter with my golf game. But I am sure we all got something more than that from this wonderful address.

The next speaker is a lawyer, a gentleman whom I believe to represent the highest there is in the ethics of the legal profession, a man who stands at the top of our local bar, who is known throughout the country. Of course, he is sometimes considered to be a very wicked person because he is occasionally referred to as a corporation lawyer, a position that all good lawyers attain if they are good enough, and to which they all aspire.

Judge Burch represents the largest railroad coming into Memphis, and I suppose it is about the finest client that anybody could have. It is not his only client. But he

is a man who is chosen for a very large responsibility, and he fills it most competently. I am delighted to present my good friend Judge Charles N. Burch.

JUDGE CHARLES N. BURCH: Mr Toastmaster, Ladies and Gentlemen: First I must express my very keen appreciation of the very kind words my friend Mr. Morris has just said about me. I only hope that I may live up to all that he has said.

I am quite overcome on this occasion. I had the impression, as I was telling the gentleman on my right, that the dinner tonight would be in the nature of a family dinner and that at the conclusion of the dinner we would have just a little speech-making and a little family party. Instead of that, I am overawed by this mass of scholarship that I see before me. I am really terrified for fear that I may split an infinitive before I am through.

I feel very much pleased to be here. At the same time I am overcome for the reason that I feel that I cannot live up to this really splendid occasion.

I am in the condition of the Scotchman who sat in the gallery smoking his pipe. His friend sat next to him smoking a pipe also. One Scotchman said to the other, "You know, I think this thing of smoking is not as enjoyable as we think it is."

His friend said, "Why is that so?"

"Well," he said, "When you are smoking your own tobacco you are always thinking of the great expense of it, and when you are smoking the other fellow's tobacco your pipe is rammed so tight it won't draw."

When I was invited by Dr. Diehl, the President of Southwestern, and Professor Atkinson to be here tonight, I ran through my mind as to what I would say, and I had formulated my remarks, but my whole current of life has been changed since that time by an incident which occurred. I have been pushed past a milestone involuntarily. The incident was this:

A few days ago I was making a trip to the city of Chi-

cago and when I arrived at the station I found a friend of mine there with a young lady in his charge, and he asked me where I was going. I told him I was going to Chicago. He said, "This young lady is also going to Chicago. In fact she is going beyond Chicago to Detroit. It is necessary for her to change trains in Chicago. I wish you would look after her on the train and see that she gets on the Michigan Central Railroad train in Chicago."

I said I would be delighted. So I looked after the young lady as best I could. The next morning when we arrived in Chicago I recognized one of the station red caps that I had known for years and knew to be absolutely reliable, and I said, "Now this young lady is going to Detroit, and I want you to take care of her. Take her up into the station and get her bags together." She had a great number of bags—hat boxes and I don't know what all.

So we went up into the station and I found a comfortable seat for her and gave her my telephone number where I would be if she needed anything. I got the morning paper for her and asked if there was anything more I could do for her.

She said, "No, you have done everything you could." Then she patted me on the arm and said, "You are a nice old man."

I have tried to analyze the remark of that young lady, and I have tried to formulate arguments to contradict what she said. I thought perhaps her sight wasn't good. But after all it is borne back upon me that probably that young lady is right. And after being pushed past that milestone involuntarily I concluded that perhaps among so many young people here—and probably I am older than anybody else—it might be of some little interest if I should talk to you in a personal way of my own college education and preparation for college, a good many years ago, because I am sure that conditions are so different now from what they were then.

I can't remember the time since I was a child that it wasn't a part of my thought that I was going to college.



It was a family tradition. It was something that was expected. It was just as sure to come as that we were going to have waffles on Sunday morning for breakfast and ice cream for Sunday dinner. So I accepted it as one of the things that was to happen.

My preparation for college was made in a private school conducted by a graduate of Princeton University, who was a lame man and who had some trouble for that reason in controlling a good many unruly boys. But he believed in the classics. So after learning to read and write and learning a little arithmetic, I began the study of Latin Grammar when I was eight years of age, long before I ever saw an English grammar. And I was reading simple Latin fables before I ever studied an English grammar.

The anticipation of my family was that I should enter Yale University, as my father had graduated there in 1847 and members of my family had gone there from time immemorial. But at about that time the finances of our family were such that I had to seek my college training nearer home. So I was prepared for Vanderbilt University at Nashville, that magnificent gift of Commodore Vanderbilt to the South as an evidence of the desire on his part and on the part of the Northern people to bind up the wounds that had been inflicted by the Civil War.

When I was being prepared for college I merely had to look in what was called the catalogue and I knew just exactly what examinations I had to pass. I knew how much mathematics I had to stand in examination, in arithmetic and algebra, with a certain amount of geometry. There was a certain amount of Latin to be translated—English into Latin and Latin into English at sight. I knew I had to be able to read any passage in Cæsar's Commentaries, six books of Virgil's *Æneid*, and certain books of Cicero. I had to pass an examination of course in United States history. I don't know what the units were. I had never heard of units. I don't know now just what units are. If I had to go to college again, I would have to get



a key to understand exactly what examinations I had to pass. But I knew what I had to do then.

I was finally matriculated. The gentleman who matriculated me was called the bursar. He performed the duties of a bursar, a secretary and I presume a registrar. He was also secretary for the faculty. There were only about three or four hundred students in the university, all males. That was before the day of coeducation at Vanderbilt.

So I started my college career. We had no football team. We had no dances; we had no glee clubs; we had no holidays at Thanksgiving or at Easter. We had one day's holiday at Christmas.

Those who entered the university at that time entered with a serious purpose. They entered there with the thought that they were glad to acquire an education and to get what that university could give them. There were very few who dropped out of the classes for those who did enter came there for the purpose of study and for the purpose of acquiring scholarship.

In our freshman year, I remembered my curriculum included Latin, Greek, Mathematics, English. The sophomore year was Latin, Greek, Mathematics, and by a great concession, due to the fact that we had one or two professors who had recently graduated from German universities, particularly the University of Leipzig, we had German. The third year I had Latin, and Greek, and then we got a little more liberal and we had physics, applied mathematics, and astronomy. The last year we had still more liberality. We had chemistry, geology, botany, economics, moral philosophy and history. That was the college curriculum that I went through with, a very narrow one I take it according to modern standards.

I do know this however—that those who went through that course mastered what they studied. Our ideal was scholarship. We had no athletics except in the spring. We had two or three baseball games. That was something that was a pure incident. We had also compulsory exer-

cises every afternoon from four to five in the gymnasium. That was for our health, as we were told.

I have no doubt that those who graduate at the colleges and the universities of today are getting a very much broader education than I got when I went through college, but I doubt from what I have seen and heard from conversations that I have had with students attending college today, whether they master their subjects in the thorough way we mastered the subjects which we studied.

Of course, everything has changed. Everything was simple in those days. Students dressed simply; habits were simple. We had no rich people; everyone was comparatively poor. We were all on an equal plane and we were all striving for the same thing, and that was scholarship. Those who stood highest in the classes were those who stood highest in the estimation of the whole student body of the university.

I recall the professors very well. They dressed differently from the professor of today. Most of them were quite old men. They always dressed in broadcloth with Prince Albert coats, black neckties and immaculate linen. Some of them belonged to a former generation, going back to ante bellum days—the Civil War I mean.

I can recall my old professor of applied mathematics who never said "X, Y, Z," but always said "X, Y, Zed." And I can recall the dignity with which he appeared before the class. He would have a deck of cards and on each card was the name of a member of the class. The classes were quite small. When I say a deck of cards, I mean he had a card for each member of the class. I don't suppose he would know what a deck of playing cards was.

He had an assistant, an old gentleman by the name of Shott, who was a Swiss, and who assisted him in his demonstrations in physics. This old professor with long white beard would open the class by standing before us, and saying, "Mr. Shott, will you please shuffle the cards." Mr. Shott would shuffle the cards, and old Dr. Garland would call a name. I will assume it was my name, although every

now and then by great influence you could get old man Shott to take your card out of the deck for that day.

This wonderful old gentleman lectured to us. It was not merely teaching from a book. He would lecture one day and the next day he would ask us questions on the subject upon which he had lectured. He often told us he taught by the Socratic method. Of course this mass of learning knows what the Socratic method is, I am sure. But he would explain it to us every time, that the Socratic method meant that by asking one question which suggested some idea of the answer, and asking a series of questions of that kind, you gradually got the student to answer the whole proposition correctly just as if he had thought it all out for himself, and the professor had not suggested any part of it at all.

I remember on one occasion he had lectured on what he called the Berkleian theory of binocular vision. I can't tell you what that is at all, further than that it was a theory by which you explain why when you look with two eyes you don't see two objects instead of one object. In other words, why both eyes focus. I can remember the terror with which I stood up when he was handed my card and he called upon me and said, "Mr. Burch, will you please explain the Berkleian theory of binocular vision?" I did learn it in those days. I can't tell you what it was now.

As I said, we had Latin and Greek, Latin and Greek, Latin and Greek. I believe Greek is almost forgotten in the university of today. Latin began when I was eight years of age, so when I came to learn English grammar, it was very easy after having gone through all the difficulties of Latin grammar and translating daily from English into Latin and Latin into English. That was the kind of college career that I had.

We were serious-minded, not that we didn't have plenty of games and plenty of fun with the usual jokes that took place and the usual amusing incidents that took place. But what I am emphasizing is that at that time in my

college career—and I think that was general in the colleges throughout the south—those who were there were there for a serious purpose, a more serious purpose than the present day student had, who when asked why he desired to graduate at college answered that he desired to graduate from college so that he might be a member of the University Club when he got home.

I don't say at all that I got a better education than you give now. In fact I can see now that there were grave defects in my curriculum. I wish that my foundation had been broader. I wish that I had had three years of French. I wish that I had been taught some appreciation of music. I wish I had been taught some appreciation of painting and sculpture. But we had no music in our college course. In fact, as I look back on it now there were just one or two lads that I knew who could play the piano, and the rest of us looked on those lads with some contempt. We referred to them as "sissies." I know now that was a mistake. If I could go over it again I would broaden my college curriculum. I would have a better foundation.

But my college course has meant a great deal to me, not in the way of any pecuniary reward, for I think it is a mistake to attempt to teach the youth that by attending college there is going to be acquired any great excess of material wealth. The two things are totally disconnected. The joy to me of my college career has been that it gave me a love and a taste for the best in literature and a dislike and contempt for the low and vile in literature. It gave me a fondness for the association of educated and enlightened men and women and a preference for their association, and it gave me the ability to some degree at least to feel at home when I am in the society of educated men and women.

I see that I am on the program to talk on "The Amenities of Scholarship," a subject which I have totally neglected up to this point. But I assume that one of the amenities of scholarship is to speak briefly, and even though you have been pushed past a milestone that you

didn't want to pass and not to grow reminiscent and garrulous.

Ladies and gentlemen, it is a great honor to have this meeting of the collegiate registrars in the city of Memphis. Only a few years ago, Southwestern University, which is responsible I think for this meeting here tonight, was brought to the city of Memphis. In recent years we have had a great many additions in various forms and various activities to our Memphis life. We have had a branch of the great Ford plant located in Memphis. We have had other great plants located here. We have had a number of new hotels constructed. We have had modern office buildings constructed. But the greatest asset that has come to Memphis has been Southwestern University. It is exercising an enlightening and leavening influence in this community.

It is indeed a very great pleasure for me to be with you here tonight and to welcome you to this city. If there is one profession that needs recognition, it is the profession of the teacher. They work for inadequate compensations. Rewards are trivial and negligible compared to the rewards of business life. Yet the responsibility of the teacher is greater than the responsibility of any other class of society. It is they who take the youth of the country, male and female, at the impressionable, formable period of life and give them either correct or incorrect ideas. And it is due the teachers in colleges, preparatory schools and public schools to say that with rare exceptions they are animated by the meritorious purpose of instilling proper principles of right living, right thinking and enlightenment of every kind into the minds of the youth with whom they come in contact. I hope that the time may come when our public parks and public squares which now we are accustomed to ornament with statues of our generals who have been most victorious in war and under whom human lives have been lost may instead be ornamented with statues of great teachers, those who have wielded the greatest influence upon the youth of the country. I thank you.

TOASTMASTER MORRIS: Ladies and Gentlemen: I know you will agree with me that Judge Burch is a very convincing speaker. I hope he has convinced you that he is a very old man. He has almost convinced Mrs. Burch that he is.

The next number on the program is a play to be presented by the Southwestern players. They will announce their own play if there is any announcement to be made.

A one-act play, "The Eve in Evelyn," was presented by the Southwestern Players.

TOASTMASTER MORRIS: The next number on the program is the Introduction of New Members by Miss Emma Deters.

MISS EMMA DETERS (University of Buffalo): Mr. Toastmaster, Members and Friends of the Association: I must confess that during the past few moments I have been more or less furtively attempting to search out our "Freshmen." You know, upper classmen will always tell you that a freshman can be distinguished at any distance and in any gathering—his aura is supposedly permeated with a distinct greenish tinge that no amount of scrubbing or nonchalance can entirely remove before the close of the sophomore year. Now, I know that of the 89 initiates to the Association this year, a number are here represented, and yet it is somewhat disconcerting to have to say that I haven't been able to discover one suspect who might be a "Freshman" in this Association—for which you are to be congratulated! Nevertheless, taking it for granted that some of our new members are present, we want you to know we are appreciative of the fact that the addition of your name means a like addition to the contributions here presented for the advancement of the Registrar's profession, and that we hope this meeting will prove to be only the beginning of a real and tangible service to you as a Registrar. On behalf of the entire Association I extend a most sincere and hearty welcome.

Miss Deters read the list of names of the 89 institutions



that joined the Association during the past year. Their geographical distribution is as follows:

Alabama, 1; Arkansas, 2; California, 7; Colorado, 1; Florida, 1; Georgia, 5; Illinois, 5; Indiana, 1; Iowa, 3; Kansas, 1; Kentucky, 6; Louisiana, 1; Maine, 1; Maryland, 1; Michigan, 1; Minnesota, 2; Mississippi, 2; Missouri, 2; Montana, 1; New Jersey, 1; New York, 3; North Carolina, 6; Ohio, 4; Oklahoma, 1; Pennsylvania, 7; South Carolina, 1; Tennessee, 7; Texas, 4; Virginia, 1; Washington, 1; West Virginia, 1; Wisconsin, 3; Canada, 3; Hawaii, 1; Philippine Islands, 1.

TOASTMASTER MORRIS: There is written on my program—whatever I say is what I am told to say—"Response by Mr. Beasley." Mr. Beasley can respond to anything that has happened here this evening.

MR. N. C. BEASLEY (Middle Tennessee State Teachers' College, Murfreesboro, Tenn.): Mr. Toastmaster, Ladies and Gentlemen: Some time ago Miss Deters wrote me that there would be a group of freshmen here and wanted someone to make a monkey out of them. Since I was from Tennessee, I was a good prospect. Tennesseans have a way of objecting to the thought of coming from monkeys, let alone being made into monkeys. I am not going to object to that. I don't mind being made fun of.

If this is the way the eighty-nine new members are to be received, that is all right. We don't object to that. Have all the fun you want to, because we are accustomed to it.

A man said to me this morning—a college president, too—"What is the meaning of this? Looks like everybody is getting organized."

I said, "I don't know. I am down here for my first meeting to find out."

I have been afraid that this group would be concerned with standards. I have been listening all day for something to be said about standards. We have standards for



secretaries and school teachers, and soon we will have standards for college teachers.

Dr. Young at Lexington was talking about it and in a speech remarked, "I am advising my colleagues to lay off this subject until the entire faculty is more in accord with such a proposition."

I have been afraid that some organization like this would want to standardize administrative offices. You couldn't measure them by the usual kind of yardstick and measuring rod. I was afraid maybe this group would attempt that. Today I found out that you are interested in the students and members of the faculty of your institutions. You are not saying anything about standards for registrars or deans or presidents. That is tremendously encouraging. I firmly believe that the eighty-nine new members will stay with you just as long as you are thinking along that line. If you get too inquisitive about standards, though, we may pull out and leave you.

If the program you had today indicates your purpose, we are with you in everything you attempt to do. I think you will find us rather ignorant. You can't expect much intelligence from us, but you can expect that we will be sincere. You can also expect that we will be earnest and enthusiastic and appreciative of the effort this organization will make. We are glad to be here.

TOASTMASTER MORRIS: That brings us to the end of the row. I want to congratulate you on so few speeches and such short excellent ones.

I just want to say, before we adjourn, how much the people of Memphis really appreciate your coming here, and to tell you how much it means to us to have you with us.

Some of you may have suspected that I am a newspaper man. Some people have said kind things about newspapers—not recently, but I remember when they said things, under probably a different dispensation. Newspapers were well spoken of. They used to say that news-

papers and teachers wielded a great influence over the country and over the youth and the thoughts of the people and helped to direct them along the right channels.

I for one would be very proud to be associated with the teachers of this country, the colleges of this country, in the great and splendid work they are doing. I think we sometimes get a wrong idea, not seriously, but we carry the thing to such a point that we forget the real serious work of the college. We think that when the football coach is paid twice as much as the president of the university that that means something is fundamentally wrong, and that when there are more scouts out looking for athletes than there are people looking for young men with promise of scholarship, that is a bad sign. But there is nothing to be feared from any of these temporary uprisings.

The schools of this country are on a firm foundation. They are doing a great work. They are having their influence on the people. They are holding their own and even doing better. I believe there is something like a billion dollars back of the colleges of this country in endowment, to say nothing of the billions that come to them from taxation and other sources. This money is being well spent in the judgment of the people. It is being well invested, as Judge Burch said about our own college, in the greatest institutions that cities and communities can have.

Between 1910 and 1920, the illiteracy of this country was changed from something over seven per cent to around six per cent, and when we finish this next count I think it will show an even greater percentage of reduction. We are placing a value on education. We are beginning to understand that in these strenuous days trained and alert minds are required for the work that we must turn out in the routine of a day. And while today some are missing the training that some of you people, along with Judge Burch had—yet education is keeping step with the progress of the world. It is just as essential that educational matters progress and change and develop as it is that any

factory should keep its equipment and its methods up to the standards of the day.

You have not only the responsibility of training the student to educate himself in any work in which he may engage, but you are placing him in a position when he goes out, no matter where he starts, where he will grasp quickly, where he will understand, where he will appreciate what it is all about, and save himself years of stumbling around to find himself.

That is what the colleges of today are doing. They are helping the boy to find the way. My experience and observation is that if you put one of the young fellows on the right track, if you prepare him properly, you need have no anxiety about his future, and any class of people who can do that work and give to the world that assurance is doing a great and wonderful work and performing a great service for humanity.

The meeting adjourned at ten o'clock.

## WEDNESDAY MORNING SESSION

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APRIL 16, 1930

The meeting convened at nine-ten o'clock. President Grant presiding.

PRESIDENT GRANT: We will now open the morning session.

We know pretty well what has happened within the past twenty years. We know what has been accomplished. We often look back over that period. But the first speaker this morning is going to turn our thoughts to the future, to what may happen within the next decade. I take great pleasure in presenting to you Dr. J. P. Mitchell, who will speak on the subject, "What Important Contributions to Educational Administration Should Registrars Attempt to Make in the Next Ten Years?"

### WHAT IMPORTANT CONTRIBUTIONS TO EDUCATIONAL ADMINISTRATION SHOULD REGISTRARS ATTEMPT TO MAKE IN THE NEXT FEW YEARS

J. P. MITCHELL

*Stanford University*

This title implies a greater ability to see into the future than can be realized, if specific detailed contributions are visualized, but it is possible to anticipate certain educational trends and the preparations which may be made for their development.

The future administrative contributions of the Registrar will depend, in the first place, upon his duties and responsibilities. It has been found difficult to define these at the present time; and their future development cannot be foreseen with certainty. The tendency to centralize more and more of the routine functions of the college or university in the Registrar's office is apparent, and it is reasonable to suppose that this will continue. The Registrar

of the future must be able to assimilate these duties as they fall to him.

It is true that academic policies should generally be determined by the faculty, but these must be based on experience with existing conditions. The Registrar is in a position to know how legislation actually operates, and to become an essential source of information to those who are formulating faculty policies. He should be prepared to serve on such policy-forming committees, and have the information needed for their guidance. This implies a certain amount of foresight and facilities for gathering data. Whether the branch of his staff that can do this is called "research" or "personnel" or "statistical" is immaterial. The vital point is that he must endeavor to provide himself with the funds and the staff, and the necessary time for reflection, which will enable him to anticipate the trends in his own institution. If he can do this, he may have the satisfaction of not only rendering an important service, but also of welcoming changes in his own routine which might be disturbing if they were simply inflicted upon him without his own coöperation and guidance.

Looking forward, then, an essential step for us to take is to provide ourselves with the facilities necessary to understand what we are doing, and what we are not doing. The possible ramifications of our work are so many and varied that only a few of the obvious can be considered. Fortunately, our educational institutions have not been seriously afflicted with the deadening hand of standardization. We should be duly grateful, and strive vigorously to maintain this independence. We should not fear to be different. The very divergencies in our procedures which often make it hard for us to compare experiences, are among the most hopeful characteristics of our institutions. There are many ways in which the youth of our land can be educated; most of them are good; no one of them is exclusively successful. If we could find a man or an institution that claimed to have finally determined upon the

one and only way in which education should be conducted, we could safely start on the premise that this was wrong, but, fortunately, such a degree of self-deception is not common. We must feel our way into the future, proceeding on the experimental basis, make our mistakes, and hope to learn from them.

It is evident to all that we are in an era of change in the arrangements of our educational institutions. Surveys multiply. Junior high schools, junior colleges, university colleges have been devised. The old order is changing. No institution could suffer a worse handicap than a frozen Registrar's office; we must keep our procedures thawed out and flexible. What it will all lead to in the next generation is hard to foretell, but we can feel sure that our grandchildren will have improved opportunities, and we can hope that each of us can have at least a taste of the thrill that comes from aiding in their development. The engine is always more interesting than the brakes.

Above all, we should endeavor to preserve our distinctive American characteristics. No foreign plan is likely to meet our needs better than our own. From time to time we hear of an effort to model some institution on a long established foreign system, and this in spite of the fact that some of the most serious foreign difficulties today can be traced to the faulty education of many of the present generation by methods ancient and honorable, but offering little preparation for the problems of the future. Some international difficulties would be easier to solve if a larger proportion of the people involved had had the advantages of our present educational arrangements, imperfect though we know them to be. No, we should not ape the foreign or the ancient, but use all the intelligence we possess to develop a distinctively American, forward-looking type of education.

The basic thing that we all do is to keep the records showing the progress made by our students. This apparently simple function is going to require much attention, especially if we try to learn what the records really mean.

As long as education proceeds in well-defined grooves, and is always measured in terms of courses and a convenient system of grades, the job of record keeping is quite simple. These comfortable grooves are vanishing: witness the development of honors courses, tutorial systems, independent study, individual assignments, and comprehensive examinations. As long as we give degrees we must establish qualitative and quantitative requirements, and how to express all these variations from courses in terms of the requirements for the degree is often a real puzzle. We should welcome these developments as teachers, though perhaps not as Registrars, for after all, there is a certain absurdity in trying, at the college age, to express intellectual achievement in terms of exposure, and piecemeal and rather uncertain accomplishment. Presumably we all know too much about how grades are given to trust their infallibility very far, and yet we must record the best evidences we can get to express the relative merits of our students. Some of these problems must be solved in the near future.

Along with this academic restlessness concerning the value of courses goes an increasing feeling that mere attendance—simple exposure to learning—is not very important. More and more of our teachers desire to arrange special work for individuals who show ability and interest; and we must find a way to encourage and yet control this tendency. Simply trying to throttle it will not be effective in the long run, for it is a symptom of the important effort that is being made to encourage the superior student, rather than to base everything on the ability and possibilities of the average.

The difficulties of recording do not stop when the entries are made. We must constantly furnish duplications of these records. Departments, students, deans, and other institutions need full and correct copies, and they must be furnished promptly. Hand copying is almost impossible; typewritten work is expensive and subject to error; other methods are needed. Experiments with photographic



and photostatic copies are most encouraging, but are not entirely satisfactory.

Along with this goes the old question of forms. Can we find one that we will all use and can persuade others to adopt? We made some progress in this direction, but the newer methods of reproduction of records have reopened the whole question, and the best answer is still ahead of us. Can we, in turn, agree upon a uniform blank to suggest for the secondary school record, and thus avoid the inconsistency of objecting to transcripts of our records on blanks other than our own, and yet demanding that the schools furnish copies of their records on our own particular individual blanks?

The admission of students to our institutions is a question of basic importance, and one with which we shall have to deal. In this connection our responsibilities will vary somewhat, but the results of whatever system is used are first found in our records, and it is our duty to see that they are properly analyzed and interpreted. Our opportunities in this complicated and much disputed field are great, for we still cannot feel sure that we know how to identify the most desirable characteristics from the credentials that reach us. Our requirements for admission to the freshman year are generally easy to administer, but are they sound? Is it wise to refuse admission to an applicant on the ground that he did not choose the right preparatory subjects, quite regardless of his intellectual abilities? Is it justifiable to try to educate only those who started along a certain beaten path in the choice of subjects, when there is no convincing evidence that such applicants are more likely to succeed than are those who chose other courses—when, as a matter of fact, some evidence points in the opposite direction? How long will it be respectable to measure preparation for higher learning in terms of grades in certain subjects, regardless of other evidences of ability, especially when there is no agreement as to which subjects are the most significant? Why are doors closed to those whose scholastic abilities developed

too late in the puzzling period of adolescence to enable them to follow the usual sequences of subjects? As Registrars, these are our questions, whether we take part in the selection of students, or report on the results to those who have the initial responsibilities.

The uncertainties surrounding the admission of freshmen are at least fairly well recognized. We have less experience with those involved in the admission of more advanced students. At one time the undergraduate "transfer" was eyed with suspicion, but the development of junior colleges and of the automobile, and the migratory habits of parents, are breaking down the old prejudice against him. What should be our university entrance requirements, as distinguished from college entrance requirements, assuming the university to begin with the junior year? This is a question that Registrars will have to face, both from above and below, and it is important to keep the various answers that will be formulated both reasonable and flexible. We know that intellectual preparation cannot be completely defined in terms of subjects studied, though the time requirement may be, but can we convince others? The necessary evidence may lie in our office records if we knew how to find it. The distinction between the *intellectual* and the *time* requirement is often overlooked both at this and other educational levels. Admission to graduate standing, for example, should mean that the applicant shows evidence of the intellectual ability and preparation to undertake graduate work, and should not be confused with the preparation in terms of courses that will lead to a degree in a certain length of time. Sometimes this distinction has not received the attention that it deserves, and it may be one of our contributions to produce from our records the evidence needed to make it clear. The greatest danger we should guard against is the temptation to formulate fixed requirements that are easy to administer, but too often tend to admit the mediocre and bar the able who have hurdled some portion of the usual lock-step.

The determination of curriculum requirements is not properly the function of the Registrar, but he is generally called upon to determine when these requirements have been met. This involves the evaluation of work completed at other institutions. The staff of the Registrar's office should become the best available source of information or clearing house to make this evaluation; and in any event we each have a certain responsibility for our own institution. We should see that our own transcripts of record indicate just what has been done, with full titles as to courses taken, endeavor to keep our catalog description of courses reasonably full and free from ambiguities, and, above all, free from confusing numerical duplications. It is always a puzzle why, when there are so many numbers available, an affection for a certain pet course number is cultivated to the extent that it survives all changes in content and sequence, to the confusion of our offices for years without end.

Whatever our individual responsibility may be for the evaluation of credentials, it will almost invariably be our duty to prevent the repetition of courses and make whatever credit adjustments may be necessary. Here much inconsistency may creep into our habits. We may check with much care any repetition of courses in the languages and "cut credit" accordingly, and yet allow a student who had four years of history in preparatory school to receive as much credit for a college course as his neighbor who had none. The answer is probably that the one is easy to do, the other too hard, but shall we continue to proceed on this basis? There are two distinct points of view: The bookkeeper says, rightly, that no credit shall be given for a second exposure to the same opportunity. The teacher says, perhaps also rightly, that the student should receive credit for the work he is prepared to do if he does it. The Registrar is often umpire, and is interested in learning what answer will be given in the future.

Our most onerous duty may be that of maintaining the standards of our institutions. Our office is the one agency

that is always on the job. Some of the difficulties that lie ahead have been indicated, and their solution will require all the diplomacy we are likely to possess. Keeping records is in itself a somewhat humdrum occupation, but the keeper often has the last word in making decisions, and the first in suggesting policies. His good judgment will determine his influence; and the standards of his institution will depend in a large measure on the way his office functions.

The development of personnel offices has been recent. It has varied greatly from elaborate systems to simple but effective methods. Since it is a branch of record keeping, we should try to center it in our offices. We all are, and have been personnel officers, for we are the sources of information about individual students. The question is—how far we should expand in the direction of recording abilities on different scales, judging the fitness for jobs, and carrying our records into the alumni period. The last involves social contacts that usually will lie outside of our own sphere, but the vital statistics involved may well be included in our office records. In suggesting applicants for appointments, we should often be able to render assistance and possibly guidance. It is a field for the future where we should be ready with help and suggestions. It will be important for us to keep in contact with these developments and offer our coöperation.

This has been an attempt to sketch some of our future problems, raise some questions for consideration, and suggest some attitudes that should be taken. Let us try to keep our offices flexible, ourselves openminded, somewhat dissatisfied, and above all, set aside some time and some money to study new developments intelligently, keeping the constructive point of view, so that we may always help, sometimes lead, and thus build up the prestige of our profession.

PRESIDENT GRANT: There is much food for thought in Dr. Mitchell's address. The subject is now open for discussion. Are there any questions?

MR. S. J. MCCracken (Colorado Agricultural College, Fort Collins): The question was raised regarding the type of blank that might be used in sending the high school record. I know a lot of schools ask for very much more than just the transcript of the high school record. But the policy that has been adopted by the Colorado and Wyoming system is to adopt a blank that has already been adopted by the National Association of High School Principals. We send those blanks to all of the high school principals. I suspect that about 90 per cent of the blanks sent in to all the colleges come in that form.

PRESIDENT GRANT: Are there any other questions? If not, we shall proceed with the program.

The wish has often been expressed by old registrars and new registrars and prospective registrars that there might be some source of reliable information as to the functions of the registrar and as to the underlying principles of administration in our work. The next speaker is going to speak on "The Possible Scope of a Handbook for Registrars." It gives me great pleasure to present to you Dr. F. B. O'Rear, Teachers' College, Columbia University.

DR. F. B. O'REAR: Mr. President and Members of the Association: In discussing the topic which has been designated for this paper, it is obviously quite impossible to go into great detail. All that the paper will attempt to do is to indicate very briefly the scope that such a handbook might cover.

#### POSSIBLE SCOPE OF A HANDBOOK FOR REGISTRARS

To be of maximum usefulness, a handbook for registrars should include in concise form material pertinent to all the diverse problems with which a registrar's office must deal. This paper will attempt to suggest briefly a series of topics under which material to be included might be grouped. The order in which these topics are arranged is not neces-

sarily the order in which they should be included in such a handbook.

First of all, a handbook might well present comprehensive bibliographic material relating to the registrar and his work. An increasingly large number of studies which bear upon this office have been made and published. The proceedings and bulletins of this association have contained a very large number of reports dealing with a wide range of subjects. Considerable periodical material is also available containing valuable data on some of the specific aspects of the registrar's work. It is entirely feasible for a handbook to contain a classified list of all such material now in print, classifying the references under a comprehensive list of subject headings which could readily be devised.

Another section of such a handbook might present very brief summaries giving the history, development and present status of a specific aspect of the office. Each summary could be made to concentrate in short space the gist of available material reported in the bibliography under the specific topic summarized, leaving to the individual more detailed use of bibliographic material on those topics of special interest to him.

A third division of the handbook might deal with the specific units of work to be performed in the registrar's office. Studies previously made along this line should be collated and revised, in the light of present conditions and more recent thinking. The results might be presented in the form of a comprehensive check list against which any institution or any individual might compare the work of existing offices. At this point it is pertinent to digress for brief but emphatic statement of the need for consideration and constant reconsideration of the fundamental purposes of the registrar's office. It is obvious that educational institutions are created, not to provide offices and employment for an administrative staff nor for officers or instruction, but rather to achieve certain fundamental educational objectives. Among the major functions of such in-



stitutions may be listed instruction, research, and public service. Administrative offices exist to facilitate the performance of such primary functions of the institution. In preparing a check list of duties for inclusion in a handbook for registrars, it is therefore pertinent to inquire at every step concerning the bearing of the functions listed upon the basic educational purposes of the institution. In other words, what is the place of the registrar's office in furthering these educational processes? What are the strictly educational aspects (as opposed to the routine and technical aspects) of the registrar's job? Each function proposed for the registrar should be carefully scrutinized to determine its possible contribution to fundamental *institutional* functions. Technical functions of the office derive importance to the degree in which they serve educational ends. A check list prepared in the light of such criteria and with adequate minutia of analysis should serve adequately to define the relationships of the registrar to other officers and other agencies in the institution. In an ultimate sense, relationships can be defined with clarity in no other way. Such a check list should also serve as a basis for determining extensions and improvements of service to be rendered by the office. It should also be used for attacking the problem of peak loads in the registrar's year and their possible reduction or elimination.

In the fourth place, a handbook for registrars might very well summarize and present data concerning the staff required for the proper performance of the functions enumerated for the office. Consideration should be given to the number of staff members required, to the question of optimum preparation for specific work, to the matter of distribution of load among staff members, and to conditions of employment including salary and tenure. Some attention should be given to the relative advantages of the specialization or generalization of the work assigned to a specific individual. There is apparently an extensive field for investigation concerning the staff of the registrar's office. A handbook for registrars should bring together



existing data and report the results of new studies undertaken.

Fifth, a handbook for registrars should contain information concerning the proper physical facilities for such an office, including both the building space and arrangement required, and the equipment needed for carrying on the work. It is entirely feasible to devise a series of standards against which to check proposed office space and arrangement. Such standards should include the factors of accessibility, floor area, light, storage area, and a large number of similar items. These have never been specifically enumerated in one list of attributes desirable for a registrar's suite. Sample floor plans and arrangements might be included for illustrative purposes, although it is doubtful that the exact arrangement which is ideal in one institution would prove equally ideal elsewhere. A comprehensive list of available equipment might be prepared and presented in such a handbook. Information could easily be included concerning source of supply, approximate cost, and typical uses of the various products. To date there has apparently been no actually exhaustive list of this type prepared for the use of registrars. Many devices which have proved useful in the commercial field are possible of adaptation in such an office. The list could be classified as to type or purpose of equipment.

A sixth item which might be carried by the proposed handbook would be a series of summaries covering the details of procedure on specific functions of the office. All of the devices, short cuts, safeguards, and useful methods evolved anywhere in the country might be brought together and summarized under the functions to which they apply. In fact, it would be entirely feasible to develop one such summary, dealing with procedure, for each unit of work listed in that section of the handbook which is devoted to the functions of the office. Admissions, registration, recording, and other units could be discussed in turn. All of the possible procedures should be reported, leaving the

individual institution to select those best suited to its own individual needs.

Finally such a handbook might present information concerning forms to be used in carrying on the work of such an office. As in the preceding section forms could be grouped according to purpose. Illustrations could be given of the various types which have been found useful for achieving each specific end. Special usage, by which single forms are routed to serve more than one purpose, might also be reported. Check lists of information to be sought could be prepared for each of the several sets or groups of forms, such as the group used in sectioning classes, or the group used in reporting absences. Here again the object would be to present in each check list as wide a range of material as possible, leaving the individual registrar to select therefrom material pertinent to his problem and suited to his local needs.

It will be noted that the foregoing paragraphs suggest a number of check lists. The characteristics and advantages of such lists are obvious and need only brief statement here. Each list should be as complete and as comprehensive as it is possible to make it. In this completeness lies their usefulness, for the individual using them is insured thereby against failure to consider some pertinent factor, is given a wide range of choice in material applicable to his immediate situation, but is not bound by preconceived patterns and ill-adapted combinations. It is obvious that such a handbook for registrars, and the material contained therein, should be continuously subjected to critical review and should be frequently revised. It has been suggested here that a handbook for registrars should contain material of at least seven kinds:

1. A comprehensive bibliography concerning the registrar and his work.
2. A series of brief summaries dealing with the history, development, and present status of specific aspects of the office.

3. A detailed list of the units of work to be performed with special attention to the educational aspects of the registrar's work.

4. Data concerning the staff desirable for such an office; covering number, preparation, load, and conditions of employment.

5. Data concerning the physical facilities desirable for the office, including building space, arrangement, and equipment.

6. Detailed check lists of possible procedures for specific units of work, and

7. Material concerning forms to be used in carrying on the work.

It is suggested that the material presented under each of these seven topics should be as inclusive as possible, presenting the total range of alternatives available rather than attempting to be strictly definitive of *the one best* alternative to be followed in every case. In other words, such a handbook is conceived as attempting to make available as nearly as possible the sum total of possibilities for the registrar's office and not as undertaking to standardize in the sense of producing uniformity. Each user of such a handbook should be able and entirely free to select from the widest possible range of material pertinent to the specific problem which he faces in a specific setting. As to the practicability of actually assembling such a handbook, it should be noted that materials have already been gathered at various institutions and by various agencies bearing upon the seven topics enumerated in this paper. This association itself has already gathered considerable material of this type, and individual students and staff members working in the field of higher education at various graduate schools throughout the country have been and are now studying a number of these problems. It should be pointed out that many other specific studies are implied as basic to the preparation of a handbook such as is here considered. In fact, preparation of each of the seven

sections would involve specific research, more detailed and extended in some sections than in others, depending upon the present existence and availability of data. The amount of work involved in the preparation of an adequate handbook of this type is indeed great but the task is certainly not impossible of accomplishment. A body such as this, committed individually and officially to the project, is entirely equal to the demands of such an extensive enterprise.

PRESIDENT GRANT: Dr. O'Rear's address is very interesting, and contains much material for discussion. If through the efforts of this Association a handbook could be produced within the next five or six years along the lines described by Dr. O'Rear, it would be a most useful accomplishment for our profession.

Is there any discussion?

MR. THOMAS W. REED (University of Georgia, Athens): I hope the Association will not let this magnificent presentation end with mere comments to the maker of it. I believe if we could accomplish such a handbook in ten years it would be monumental work, and I believe every registrar here would put \$50 into the pocket to get it.

MR. J. G. QUICK (University of Pittsburgh, Pittsburgh): I think Dr. O'Rear has written a book entitled "A Handbook for Registrars." I wonder if copies of that volume could be available that members of the Association might procure it.

DR. O'REAR: Unfortunately I am not the author. I wish I were. The only document which I have promulgated with respect to the work of the registrar is a dissertation entitled, "The Duties of the Registrar." It deals merely with one of these seven sections and was confined merely to the work of such an office in teacher-training institutions. It has some bearing upon the wider field.

MR. E. J. MATHEWS (University of Texas, Austin): If it is in order, I should like to move that the incoming

Executive Committee give very careful study to this question—the proper procedure toward a handbook—and if it seems to them wise, to construct a committee to begin working in the direction of a handbook for registrars.

I say the incoming Executive Committee because the life of the present one is rather short now, and will be crowded with other matters.

The motion was seconded, put to a vote, and carried unanimously.

PRESIDENT GRANT: Is there any further discussions or comments on this subject?

If not, we will go on to the next subject. You all know that China has been going through a very grave political crisis, which has no doubt affected its educational system. We read some about it in the newspapers which give only incomplete information. We have with us this morning one who has been there and can give us first-hand information.

I have great pleasure in introducing to you, Professor Harold M. Smith of Cheeloo University, Tsinan, China, who will speak on the subject, "Credentials of Chinese Students."

Professor Smith!

PROFESSOR HAROLD M. SMITH: It is said, as a recipe for understanding the situation in China today, you want to take a pinch of the struggles of the early church, add a little of the early European Renaissance, take something of the wild thinking and broody events of the French Revolution, pour in a goodly measure of the Spirit of 1776, add a little of Bolshevik red pepper, mix well, and cook until half baked.

It is rather difficult to speak on the situation in China today because the situation is changing so rapidly. What is true in one place is not true in another. What is true at one time is certainly not true at another time. It sometimes seems as if they were following some of our popular

philosophers of education—change for the sake of more change.

It is also difficult in these days to speak on China because one is naturally rather pessimistic over the situation and also at times profoundly disappointed at the failure of men who have promised a great deal, the failure of movements which everyone has expected to have a very different outcome from that which has happened.

Yet we must always remember that we are dealing in China with a really very superior people. We are dealing with students who are very earnest in their work, and we cannot but have a profound faith in the future of China.

It is well to begin any description of the educational situation in China with a brief statement of history. Although several schools of college grade were established in China prior to 1900, a modern educational system did not come into being until several years later. The first steps were to establish universities and schools of higher learning, the more quickly to supply the demand for leaders for the new China.

It was at first thought that the new learning could be secured in two or three years' time, as contrasted with the twenty or twenty-five years which were necessary for the students of the old style education to secure their first degree. But this hope was soon seen to be ill-founded, and the government halted in its establishment of universities and colleges in order to settle down to the sounder method of founding and cultivating primary schools. This trend was quite clear by 1909. In 1912 a complete revision of the educational system was made to harmonize with the ideas of the new republic. This system was adopted almost verbatim from the Japanese.

From 1912 to 1921 considerable progress was made. The latest methods of Europe and America were introduced by enthusiastic young men and women; and education shared the effects of the vital forces which were bringing about social, economic, industrial, and political revolutions throughout China.

By 1920 the National University at Peking had about 2,000 students in attendance and was doing good work and had a very wide influence. The Southeastern University at Nanking was developing rapidly and for a time became an institution of outstanding influence. Tsinghua College also was sending well-prepared students directly into American institutions. Technical colleges of good grades had been built up in several cities. The National Association for the Advancement of Education was organized and conducted a national survey of schools and issued a book on statistical studies and brought in several prominent leaders, both from America and Europe, to study the situation and to help in the organization and development of education in China. Normal schools, middle schools, and the organization of provincial bureaus of education had been progressing very satisfactorily up to this time. In 1921 a change was made from the Japanese program of schools to the American, what we call the 6/6/4 system of schools.

This exceedingly promising situation received a serious setback in 1921 and 1922. The National University in Peking was closed by military operations and although reopened from time to time, students' strikes and financial difficulties reduced it to a mere shell of its former self until in 1929 it was rumored that it would be closed entirely and its staff transferred to a new university at Tsingtau, the old German port. But this was not done as the school at Tsingtau could not be established. There was no money for it. I have recently had word from Peking that the University of Peking is again functioning and doing good work.

The educational work in Kwangtung Province, where Canton is located, had reached an excellent position by 1922, but in that year was stopped by military action, and has since had its ups and downs, depending on whether the armies were inside or outside the city, and whether there was peace or not.

Great hopes were raised that the coming into power of



the Nationalists in 1928 would bring this discouraging situation to an end. There was great activity among educationalists and a large program for advance was laid out, but the results were disappointing, for as we know, war breeds war, revolution leads only to further revolution, and it all takes money.

For example, in 1929, in the Province of Chihli, where Peking is located, the provincial income was estimated at \$17,000,000 in silver, and this sum was just sufficient to support the troops of the province.

There are some problems of education which are peculiar to China. The first is that of finance. Finance is one of the most difficult of these problems and the lack of a solution up to date is largely responsible for the unsatisfactory situation. Education as a provincial and national function is so new that no system of taxation has been evolved for its support. It is simply one of many departments making demands on the general treasury. Since most of the national income for the past ten years has been expended on armies and often the provinces remit no funds to the national government but use them all for local military operations, the situation of the universities which are usually supported from national funds is precarious.

The second problem of education in China is what we may call the student movement. This began in May, 1919, as a result of the feeling on the part of the students that the loss of Shantung to Japan at Versailles was largely due to the incompetence and treason of the three leading officials in Peking.

The movement was strikingly successful. The ability of the students to organize all classes in their struggle is shown by a general strike which was called in Shanghai, where even the thieves' and beggars' guilds joined in the strike, and there were no thefts in that city of over one million population for three days.

The student movement, however, soon lost its power. In 1926 came the rise of the Nationalists' movement. The students again took a prominent part. The nationalists in

fact owed much to the propaganda of the students and the latter became very active members of the Revolutionary Party which was in control of the government. This student membership in the Party caused great difficulties in educational institutions, since the students relying on their revolutionary affiliations and political power often attempted the rôle of dictators.

For instance, in 1926, the students sent the following demands to the national educational authorities:

1. Students shall have representation on the governing bodies of municipalities.
2. Students shall have freedom to call meetings, to organize societies, freedom of speech and publication.
3. Students shall help to determine the amount of educational funds.
4. Students shall see to it that tuition fees are reduced after consultation with the educational authorities.
5. Students shall have representation on school faculty boards.
6. Students shall help to secure a unified educational system for China.
7. Reports on public school finances shall be made public.
8. Students shall have freedom to choose the teachers whom they wish in the schools.
9. The Government, they demanded, should improve and increase the amount of school equipment.
10. The government should build public libraries, athletic fields, and public parks.
11. Free primary and secondary schools should be established.
12. Boys and girls in school should have freedom in correspondence, social intercourse, and in matrimonial arrangements.
13. The government should secure educational rights, that is, what they call the regaining of educational rights from institutions which were supported and controlled by foreign peoples.
14. There should be uniformity in physical education,

and athletic associations should be managed entirely by the students.

15. Periodical, mechanical examinations should be abolished, and the students' credits should depend upon their accumulative credits during the year.

16. Coeducation should be secured in all schools.

17. School buildings should not be occupied by the army.

18. The government should secure the carrying out of party education.

19. No counter-revolutionary person should be allowed to remain in any school.

20. All forms of religious education should be abolished.

21. Students from distant places should be allowed to stay in the school during the summer and winter vacations.

22. The school shall expel students only with the approval of the students' associations.

You can see that these demands are quite a mixture. Some we would consider quite legitimate aspirations. Others in China would be considered as in some degree legitimate because of the very poor condition of some of the schools. Still others would be considered as strictly impertinent.

The student movement undoubtedly has greatly aided the revolution in China, but it has been rather hard on the students themselves. Some have gone so far as to say that the present generation of students is being sacrificed to the revolution. As students their first duty is to the revolution, to Communism or the counter-revolution. Their studies are distinctly second. The Educational Section of the Fourth Plenary Conference of the Revolutionary Party in February, 1928, issued the following statement in regard to the students:

"Educational reconstruction is a life and death issue of the New China. Since the World War the young students of China have, day by day, awakened to and shown much dissatisfaction with their present environment and with social and political conditions. As a matter of fact the political organization and educational practice do not

meet the demands of the times. Hence student riots occur like storms. The communists take advantage of the half-baked knowledge of the young and their lack of self-cultivation and the static social organization and the uncertainty of the people's protection. They, too, make use of social weaknesses and the world's radical currents to stir up the young and use them as tools. The young are lured by gold, bewitched by women, and bewildered by false propaganda. They are compelled to resort to destructive violence. Now the youths of the entire nation are going astray and sinking into the devil's den without knowing it. Even those who know it find it hard to extricate themselves.

"Educational institutions in all parts of the country are downtrodden by war disasters and political turmoil without and influenced by student strikes and lack of competent men within. Not one man can study with a settled heart. Not one school can be assured of safety. The school boys are treated as goods and spoil for political strife. China's greatest cause for suffering is that immature students participate in affairs of political and social struggle. Political and social movements have to do with the practical and actual life of the people and the problems of the nation's weal and woe. No immature young man or woman who is not fully developed both physically and spiritually and whose basic knowledge is incomplete should take part. This is not only a tremendous sacrifice of the precious future life of the nation, but is also making the life of the entire nation or society an article for child's play."

The dominance of many schools by politics results in deplorable work, precarious finances, and frequent attempts by students and staff to improve the situation by strikes and demonstrations. The following are illustrations:

Following the example of the Peiyang students, the students of the School of Fine Arts in Peking have decided to encamp in the Ministry of Education in order to enforce a settlement in their favor of the trouble over their director. The teachers of the School of Fine Arts would re-

sume their duties provided that President Shen should ask the Ministry of Education to send a written apology to them, and the president himself should give a written guarantee to support and maintain order in the school. President Shen is inclined to do this.

The Proctor of the Republican University, Mr. Hwang, supported by a party of students and teachers plotting to expel the dean, left the university when their plot failed. Three teachers, members of the party, also resigned. Then followed the students' strike.

Other handicaps of Chinese students must be noted:

1. The Chinese language is so difficult that much more time must be spent on its study than on the vernacular in any other country.

2. There are serious limitations in buildings, in gas, water, chemical and physical laboratory supplies.

3. The reliance on the lecture method of teaching on all levels of education where laboratory and reference books would be emphatically called for in the West is one of the most vital weaknesses and also the hardest to combat as it is founded on the old traditions of education, aided by Japanese and European influences. Not only are chemistry and physics and biology frequently taught by the lecture method but also such subjects as anatomy and gynecology.

4. The absence of a background at home or about them, of mechanical things or of scientific mental attitudes and processes.

5. The wholly inadequate literature in Chinese for the study of most of the Western subjects makes the use of English essential, and this in turn doubles the program and results in class room hours of from thirty to forty hours per week in the high schools.

6. The reliance on the examination method of entrance to college, resulting frequently in a student who can cram or who can use influence getting by, although he may be short one or sometimes two years of his preparatory work.

The best of the universities have had adequate laboratory facilities, but have been limited by the other handicaps mentioned above and also by their very marked ups and downs in finance, control of students, educational standards for admission, instruction and graduation.

There is still another factor to be mentioned. That is the mushroom variety of university. It is rumored that even in America you sometimes have schools founded in order to reap the rich harvest of football gate receipts. In China, commercial interests have backed some schools, and there has been little control of educational institutions until very recently, and almost anyone could set up a university in a vacant house and draw unto himself a staff and a student body.

This then, in a word, is the situation. A few universities are doing really very good work. More are having their ups and down with striking differences in efficiency. Others at no time are doing even mediocre work.

Emphatically it is up to the registrars in America to scan the credentials of the Chinese applicants for admission. What agencies can help you?

1. The Government of China is doing something and will do more. In the last year it has sought to secure the registration of all institutions of learning, asking them to file statements of their staff, equipment, student body, standards, and so forth. And being subject to inspection, several institutions have had their applications for registration denied or delayed. Recently five so-called universities in Shanghai have been closed by the Government.

2. The Bureau of Education in Washington can give you information.

3. Professor Kuno of the University of California has published a monograph on Chinese universities and colleges. This was written in 1927, published in 1928, and is hence out of date to some extent. But it gives most valuable information on the situation.

4. The Christian colleges and universities of China have a joint office in New York City, and another one in Shang-

hai where very definite information may be secured regarding these institutions.

In conclusion, may I beg of you to be particularly careful to send no permits of permission to applicants to enter the United States as students who have not fully satisfied you as to their qualifications for entering your institutions. Some students wish to enter America by any hook or crook and will accept any standing in order to achieve this end.

Western educators in China are practically a unit in believing most emphatically that Chinese students should not come to America for regular undergraduate study. They should complete their work in China as far as that is possible and make up deficiencies and not complete lines of undergraduate study after their arrival in this country. We believe this because immature students spending both undergraduate and graduate years in this country frequently become denationalized and wholly unfit to cope with the conditions in their own land.

Further, because of language difficulties, and the difficulties of new environment which they find in this country and all of the handicaps which have been mentioned before, with a few exceptions, graduates of Chinese universities should not be granted full graduate standing in America. With some a half year or a whole year of proving will be sufficient. Others will need one, two or perhaps three years of work in this country before they can be accepted as graduate students.

Do not think that I belittle the value of education in America. I value it too highly to wish it to be wasted on tragic misfits. From America China has received men like Hu Shih, Alfred Sze, Wellington Koo, and many others who are making the modern China. Chinese education owes a great debt to America. Its leaders, its ideals, its methods, its inspirations have come largely from America. China looks to America as to no other nation. I beg of you to guard well the trust that has been placed in you.



PRESIDENT GRANT: Professor Smith has presented a very clear picture of educational conditions in China. We have a very few minutes for discussion. If there are any questions, I am sure Professor Smith will be glad to answer them.

DR. A. L. JONES (Columbia University): Is there any assurance when you get a transcript for a student that the student has passed the examinations, or do they issue those to a certain extent on the basis of accumulative records?

PROFESSOR SMITH: That depends a great deal on from what institution you receive the application for admission. It is quite true that in recent years student strikes have come appallingly regularly at the time of final examination, and many institutions which have relied upon the elector method have even then omitted the final examination which in theory has been the check on the whole year's work.

I don't know how you could find out without special correspondence with the institution because they certainly don't always mention that fact. Some institutions do. To tell the truth, it is a long process to be sure that you are getting a man who will do good work from the time he first applies until he has actually been accepted by your institution.

PRESIDENT GRANT: Is there any further discussion?

A few months ago many of you received a thesis on a very exhaustive study of the marking system at Columbia University in the School of Law, where some glaring discrepancies were brought out. The author of that work is with us, I am glad to say, and he is going to speak to us on the subject, "Uniform Standard in Grading." I take pleasure in presenting to you Mr. John L. Grant, Assistant to the Dean, Columbia University School of Law.

#### A UNIFORM STANDARD IN GRADING

For a great many years educators have felt the need of a proper standard for measuring the achievement of

students, a standard having a fixed zero point and a stable unit of measure, an objective standard by means of which the particular achievement of a particular student would receive the same grade in any school, from any instructor. The total lack of such a standard years ago was clearly demonstrated by Starch and Elliott ('12 and '13). We are all familiar with their experiments, which showed that, on a scale of one hundred, different instructors graded the same final paper in English, all the way from 50 to 90; the same geometry paper all the way from 28 to 92; the same history paper all the way from 43 to 90. Starch further showed that these astounding differences were not wholly due to the fact that the different instructors were situated in different schools, but that in a single institution the variations in grading were practically as great.

The Standard of Measurement desired must not only be stable and objective, it must also be uniform, so that achievement in different courses may be measured by grades having the same relative significance. Today, in most schools, extremely wide differences exist in the distribution of grades in different courses. Starch, in reviewing a number of studies, points out that in the University of Missouri, in one course 55% of the grades were A's and 2% were F's, while in another course 1% of the grades were A's and 28% were F's; that at Harvard, in one course 35% of the grades were A's and 1% were F's; while in another course 1% were A's and 32% were F's. One of the interesting facts shown by these studies is that frequently in one university, students will be graded most severely in a subject in which the students of another university are graded most leniently.

Educational measurement is necessarily indirect measurement. The grade a student receives in a course is generally supposed to signify his achievement; "his knowledge of, and ability to think in, the materials of the course." This achievement cannot be sensed directly. It cannot be seen or heard. As we might determine the height of a building by its shadow, we endeavor to determine the

achievement of a student by measuring a result of that achievement. Written examinations are the usual means employed to display a measurable result. In recent years, some authorities have held the subjectivity of essay examinations largely responsible for the lack of proper measurement. Because of the difficulty of interpreting such examinations objectively, new type examinations have been widely introduced.

Examinations are merely means of displaying the function to be measured, and neither the new type nor the essay examination can of itself supply a standard of measurement. Either type examination may be objective and valid, or lack either or both of these qualities whether or not a proper standard of grading be employed. Indeed, much of the criticism which has been leveled at the essay examination may more properly be directed at the lack of such a standard. No matter how valid, objective, and efficient are the means used to display the function to be measured, unstandardized measurement of the display, will result in grades of little significance. Lacking a uniform standard of measurement different instructors in the same course will necessarily vary in grading and wide differences will exist in the distribution of grades in different courses.

A uniform standard for the measurement of law school work has recently been effected at Columbia Law School, in accordance with the suggestions made in an article entitled "The Single Standard of Grading" published last November in the *Columbia Law Review*. At the suggestion of my colleague, Mr. Edward J. Grant, Columbia University sent reprints of that article to the members. Instructors are not required to carry out the distributions worked out for them. They are expected, however, to adhere to them as closely as possible. With few if any exceptions all instructors in the school have adhered to the distributions worked out for them in accordance with the methods here outlined.

In establishing the standard for first-year grades, the

average distribution of grades in all first-year courses from 1923-1926 was adopted as a base distribution. This was approximately

7%	A
30%	B
40%	C
15%	D
8%	F

This base distribution is varied from year to year in accordance with the ability of entering classes as indicated by the scores which entering students obtain in the Thorndike Law Capacity Test. The Thorndike Law Capacity Test was given to all first-year students in Columbia Law School from 1921 to 1924. A comparative study of the Thorndike scores and first-year grades obtained by these students showed that a striking correlation existed between them. A study of this correlation shows that the Thorndike score made by a student indicates with fair reliability the probability of the student obtaining A, B, C, D or F grades in first-year courses. For example, if the achievement of students in a first-year course be measured by the average first-year grading employed during the base period, students who score above 90 on the Thorndike Test will probably receive:

19%	A
41%	B
30%	C
8%	D
2%	F

while students who score 71 to 75 will probably receive:

0%	A
20%	B
44%	C
24%	D
12%	F

Now the application of these probabilities in grading a single student would involve a probable error so great that

the process would be little short of gambling, just as it would be pretty much of a gamble to estimate the weight of an unseen man solely on the information that he is 5 ft. 5 in. in height.

However, if we know the correlation existing between weight and height, we can estimate with fair accuracy how many of a hundred men measuring 5 ft. 5 in. in height, will weigh less than 100 pounds, how many will weigh between 100 pounds and 140 pounds, how many will weigh between 140 and 180 pounds, and how many will weigh more than 180 pounds. The probable error decreases as the number to which the probability is applied increases.

In like manner, knowing the correlation existing between weight and height, we can estimate with fair accuracy how many of a hundred men of various but known heights will be in each of the different weight groups.

The distribution of grades for the first-year law courses at Columbia varied from year to year to correspond to the varying ability of entering classes, by applying probabilities determined by a known correlation, to a number sufficiently large to assure a reasonably small probable error.

The probabilities of each grade have been calculated for the seven sub-groups in the range of Thorndike's scores.

To determine the number of A, B, C, D and F grades to be given in first-year law courses in any year, the Thorndike scores of the first-year students that year are noted and the number of each Thorndike sub-group is found.

The probabilities for the students in each sub-group of receiving the grade of A will then be totaled and the sum of these probabilities will be the number of A grades to be given that year in each first-year course. The number of B, C, D and F grades are determined in a like manner. For example—assume that of two hundred and ten students in the first-year class there are thirty in each Thorndike sub-group. A student scoring in the first sub-group has nineteen chances out of a hundred of getting an A, so the probability is that in the thirty grades to be given

the thirty students in that sub-group, there will be six A's. A student scoring in the next sub-group has thirteen chances out of a hundred of getting an A, so of those thirty four will probably receive A's.

The sum of the probabilities of A grades for the entire two hundred and ten students will total approximately fourteen, and in each first-year course that year the students turning in the best fourteen examination papers should be graded A. The probabilities of F grades for these students total seventeen and in each course the poorest seventeen should receive the grade of F.

If the quality of students admitted to the school the following year should be remarkably better, a larger proportion of A grades will then be given. Assume that two hundred and ten students are again admitted, but that Thorndike scores of these students are on the whole much higher. Assume that of these two hundred and ten students there are sixty in each of the highest three sub-groups, thirty in the next, and none in the lowest three. The probabilities of A grades for such a class total twenty-six instead of fourteen, and of F grades eight instead of seventeen.

To determine grades for second- and third-year courses at Columbia Law School the average distribution of grades in all second- and third-year courses from 1924 to 1927 was adopted as the base distribution. The range of first-year average grades has been divided into six convenient sub-groups. From the remarkable correlation found to exist between first-year averages and second- and third-year grades, the probabilities of each grade have been calculated for each of these sub-groups.

All second- and third-year courses at Columbia Law School are elective. The ability of student groups, therefore, varies not only from year to year but from course to course in the same year. The base distribution is varied for each second- and third-year courses in a manner similar to that in which the base distribution of grades for first-year courses is varied each year.

The significance of Columbia Law School grades is thus stabilized. A first-year grade in any year will indicate that achievement signified on the average by the same grade obtained by a student in a first-year course during the base period. A grade obtained in any second- or third-year course, in any year, will signify that achievement which on the average was signified by the same grade given during the base period. The medium achievement signified, on the average, by any of the five-letters grades employed during the base period will constitute a fixed zero point.

It will be noted that the Standard of Measurement here outlined is based upon the assumption that approximately the same distribution of grades should be made in any course taken by the same group of students; and that the grades distributed to different groups of students in the same or in different courses, should vary not according to the profundity of the materials studied, nor according to the severity of leniency of different instructors, but according to the ability of the students in the different groups.

Measurement by such a standard will fail to signify several important elements of achievement. It will not allow for differences in the quality of instruction, nor for differences arising from the greater inspiration students receive from some instructors than from others, nor for the greater achievement due to unusually hard work under an instructor with great driving power. It will not reflect that greater achievement a student attains because the school is a better school, because of improved teaching methods and technique, because of the more careful selection of materials for study, because of a better organized curriculum. But no means are known for measuring these things. Certainly they are not measured by the unstandardized grading now generally employed. In law schools as in colleges the courses in which students do the hardest work and achieve the most, are generally the courses in which the lowest grades are distributed. It is only too



frequent that the highest grades given in a school are given in the pipe or snap courses which require little or no work, and in which the students achieve little. Very often the poorer, less inspiring instructors are the lenient graders. As for greater achievement brought about by improvement in the school, it is an almost invariable rule with current unstandardized grading that as a school becomes a better school and its students on the whole achieve more, the grading becomes more severe and students are marked as though they achieve less.

The Standard of Measurement now in effect for grading in Columbia Law School can be easily adopted by other law schools. Where the quality of entering students does not vary much from year to year, a fixed per cent distribution for first-year grades can be determined by giving the Thorndike Law Capacity Test a single time and applying the Columbia Law School Scale of probabilities. This per cent distribution could then be checked and varied, if need be, by the use of the Thorndike Test once every five years.

Grades for second- and third-year courses could then be determined each year by noting the first-year averages of the students in those courses, and applying the scale of probabilities now used at Columbia.

The achievement of students in different law schools could thus be compared.

Again, of course, there are elements of achievement which will not be signified, but if the grades of a student in one law school using this standard were half A's and half B's, that student in all probability, would have obtained approximately half A's and half B's in any other law school in which the standard was used.

Of course, the curriculum of an undergraduate college is not so homogeneous as that of a law school. But, there is probably a correlation between the scores of some standard intelligence test and the grade of most freshman courses, and there is probably a decided correlation between the average achievement of a student in freshman courses and his achievement in second-, third- and fourth-

year work. A standard along the lines outlined can therefore be worked for grading undergraduate collegiate achievement and the achievement of undergraduates in different courses, in the same and in different colleges could thereafter be graded by a uniform standard.

PRESIDENT GRANT: Mr. Grant's address has been most interesting probably to many of you. I noticed that a great many were taking notes. If there are any questions that rise in your mind, please don't hesitate to ask.

MR. S. W. CANADA (University of Missouri, Columbia, Mo.): May I ask the coefficient correlation between Thorndike's score and the achievement test?

MR. GRANT: I can't tell you that. The correlation will be seen from a chart in the reprint of that article. I haven't worked out what the correlation is.

MR. CANADA: Have you any idea as to about how high it is?

MR. GRANT: No, I am sorry that I haven't. It is higher I believe on the whole than the correlation between general intelligence tests and undergraduate college work. Of course, the Thorndike test was a special test designed for that particular purpose and naturally we would expect a higher correlation. The correlation was much higher than Thorndike himself had expected. I don't know what the coefficient is.

MR. DONALD M. LOVE (Oberlin College, Oberlin, Ohio): Does the instructor have access to the records in the Thorndike scores?

MR. GRANT: The instructor in the law school can have access to any of the student records. They not only can get them at the registrar's office, through the courtesy of Mr. Grant, but can come into my office where duplicate records are kept.

I do not recommend that the Thorndike course be given to the instructors nor that the instructors be advised what was this student's first-year average and what was that

student's first-year average. As a matter of fact, on the report sheets on which that is worked up, if those report sheets are sent to the instructors, all that working data is erased, because there is a temptation to resolve doubts for or against the student on the basis of what that student did in his first year. I am not heartily in favor of that sort of grading and don't believe it should be done. The instructors of Columbia Law School don't want to see the Thorndike score of the student or his first-year averages as a general rule.

MR. W. M. SMITH (Lafayette College, Easton, Pa.): I had a similar question. I want to know whether you furnish each instructor, if he has a class of fifty students—of course you know the personnel of that section in advance—information as to how many A's he is to give in that course and how many B's, according to the Thorndike scores?

MR. GRANT: Of course, that is exactly what we do, unless you mean—Do we do it at the beginning of the course?

MR. SMITH: No, I don't know whether your unit is a semester or a year.

MR. GRANT: Some courses run by semesters and some run through the year.

MR. SMITH: In the case of a semester course, would you furnish the instructor with that information?

MR. GRANT: So far the instructor has not been advised until after the course has been completed. After the examination has been given, as a matter of fact, and before he starts grading the papers, he is advised that there should be so many A's, so many B's, so many C's and so many D's and so many F's. However, the faculty requested me to give them that data early in the term. Why I don't know. But hereafter they will be advised early in the term that in their course there will be approximately so many A's, B's, C's, D's and F's.

MR. J. F. YOTHERS: (Coe College, Cedar Rapids, Iowa): I would like to ask a hypothetical question. In a liberal arts college which has a ranking system and which has a theoretical distribution of grades—say 6 per cent, 10 per cent, 20 per cent, 40 per cent, and so on down, approaching the normal distribution—would you defend the practice in any one single course of giving the A's and the B's and the C's and the D's according to a theoretical and predetermined percentage basis?

MR. GRANT: Predetermined after you have the students in the course or before they come into it?

MR. YOTHERS: No, I mean after the students are in the course and there are one hundred people in the course, and probably in that course 19 per cent will get A's or some such ratio—Is that a theoretical possibility? Should the instructor give just 19 A's in that course?

MR. GRANT: It seems that is what I am proposing for every course.

MR. YOTHERS: I can see how this thing would work out in the long run, in the grand average, on the same basis that we use for mortality tables. But I don't see how you can break those percentages down to a single course any more than in the case of a doctor you can say that out of the next four cases he has he will be successful in three, although you might say that he was successful in three cases out of four.

MR. GRANT: Mr. Yothers has presented the point that has been most frequently brought up against my proposals. I understand your viewpoint and I think I appreciate pretty well how you feel about it.

MR. YOTHERS: Present is not the proper word. I am asking for information, and what is the right thing to do. If that is the right thing to do, I want to advocate it, but I meet that problem with instructors, and I know we have some instructors that just do the thing that way. They think, "Here are so many here, and so many there, and

so many here." You say yourself you omit the things that are most important and you can't measure it. For instance, there is the instructor's information and some other things.

MR. GRANT: I would like to say a word about the objection you put up, because I have it to combat. In the first place, we will say there are 100 students in a course, and we will say that according to the application of the scales I propose, based upon the Thorndike score, in the case of first-year students or first-year averages in the case of second- or third-year students, I recommend there should be 19 A's given to the 100, and there should be 22 B's given. That doesn't mean that the instructor has to give 19 A's and no more or no less. As a matter of fact, he would have great difficulty in giving exactly 19 A's, 19 that are recommended. He would have difficulty in giving exactly 9 A's.

MR. YOTHERS: Why would you presume to say he would have difficulty in giving 19 A's?

MR. GRANT: Because of the experience I have seen time and time again in grading. I believe that an instructor can tell that this student is better than that student. Out of 100 students we may have one man that stands at the top of the class. After him there are three students that are pretty nearly in the same position. Maybe we could distinguish between the three, but they are very close. One student is first, and then there are three. Here is another trailing a little behind the three. Then come two or three more; it is very difficult to distinguish between them.

You see what I mean—They come in groups. There may be only one or there may be three in a group, and when you get toward the middle in the large class, toward the bottom, there will be ten, and you couldn't tell which was the better of the ten. They are all about the same. They are all better than the lowest twenty. They are all

poorer than the students above them, but of those ten you can't tell which is better and which isn't.

If you calculate 19 A's, as I said first, or 9 A's, you will come to a situation like this: Here is one student at the top, and there are two more. That is three. Then there is another one—four. Then there are three that you can't distinguish one from the other. That is seven. Then there are four more that you can't distinguish. They are not as good as any of the preceding seven. They are better than any of the other students in the class. Seven and four are eleven. Nine A's have been calculated. What are you going to do? You can't give 9 A's. You just can't do it.

That arises time and time again. The instructor should give the nearest to the 9 A's that he can. The idea is to avoid having one instructor grade that group and give 5 A's and some other instructor give 20 A's. An instructor can tell that those seven are better than any others in the class, but the instructor can't say that that man is an A man and that man is a D man, when he is trying to seek a common plane so that A's and B's and C's and D's and F's mean the same to any instructor. He only knows what his idea of an A is.

Anyone who has investigated the grading in any school will see there is an astounding difference between your idea as to what an A student is and my idea. So I say we will work the distribution out for him and tell him approximately how many A's there should be. And if there should be one and three or four and seven, and then four, put that group of four either with the A's or with the B's, depending on where the majority belong. We will say we have seven calculated and call for nine. Then come a group of three. That would be easy. Two out of the three should go in the A's, because we need A's. Therefore put all three up there. We will say we had eight as a calculated number of A's and there was a group of three, when we only need one more A. One should be A and two B's. Put them all down with the B's.

I think you had something else in mind. You were objecting to predetermining the fact that there are only going to be nine students who will get A's in that course. You object to ranking it mechanically beforehand.

An instructor may say, "It is true that this was indicated by their first-year averages or by the Thorndike course, but I have aroused an unusual interest in them. They have worked very hard this year. It is the best class I ever had. I can't give only 9 A's. Why I gave 9 A's last year, and this group is twice as good."

You will be making a greater error by giving grades on any such subjective basis, as you can show time and time again. Pick the courses in any school. Arrange them in order of severity of grading, and in the course in which the greatest number of A's are given and the least number of F's you will find that the ability of the student in that course is on the whole poorer, almost in an inverse ratio to the way the grades are distributed. Time and time again it works out. The instructor can't say those students are so much better. It depends on how he feels. There may be one or two men in that class that have presented good arguments. They have held the other students up and helped them. The students have accomplished more on account of those men. But he can't reliably say how many of the students are A's and that there were twice as many A's this year as there were last year, unless of course he uses examinations which are comparable, like some of New Type examinations. You can get a fairly good indication there, and very frequently it turns out—certainly as many times as not—that the instructor had just the wrong idea, and instead of a poorer class he has a better class or instead of a better class he has a poorer class.

There are some things we can't measure; until we can measure them, I think it is better to leave them alone, because by attempting to measure them we will be making a greater error than we are trying to avoid.

PRESIDENT GRANT: We are going to be dispossessed of this room in a few minutes. I am sorry, but may I suggest



that anyone who has any questions on this subject see Mr. Grant sometimes this morning out on the mezzanine floor. I am sure that some of you will have questions. It is to be regretted that we have to limit our time, but there is a little business yet to be done.

The annual election of officers is now in order. It has been the general practice to have the election of officers on the second day. May I call for the report of the Nominating Committee by Mr. Friley.

MR. C. E. FRILEY (Agricultural and Mechanical College of Texas, College Station): Mr. President, the Nominating Committee has the following report for your consideration:

For Editor of the BULLETIN:

Mr. William S. Hoffman,  
Pennsylvania State College.

For the New Member of the Budget Committee:

Mr. Edward J. Grant,  
Columbia University.

For Treasurer:

J. C. MacKinnon,  
Massachusetts Institute of Technology.

For Secretary:

Mr. C. P. Steimle,  
Michigan State Normal College.

For First Vice-President:

Miss Ella Olesen,  
University of Idaho.

For Second Vice-President:

Mr. H. G. Arnsdorf,  
New York University.

For Third Vice-President:

Miss Katharine George,  
Northwestern University.

Mr. Chairman, since the leadership of everything else of importance in the world rests in the great state of California, we are nominating

For President:

Mr. J. P. Mitchell,  
Stanford University.

PRESIDENT GRANT: May we act on the report of the Nominating Committee, except as to the nomination of the member of the Budget Committee. That will come later. You have heard the report of the Nominating Committee. Of course, it is understood that further nominations may be made from the floor if desired.

MR. G. P. TUTTLE (University of Illinois, Urbana): I move the adoption of the report.

The motion was seconded.

SECRETARY STEIMLE: Mr. President, I am very appreciative of the honor of being asked to continue for the fourth year.

I should like to ask the Nominating Committee to select someone else. The time is very short, and I don't want to offend, but I would like to say quite positively that I cannot accept the office of secretary for another year.

PRESIDENT GRANT: May we hear from the Chairman of the Nominating Committee again.

MR. FRILEY: The Nominating Committee, as I see it, can do nothing else but accept. We will reluctantly withdraw that name and place another in its place tomorrow.

PRESIDENT GRANT: The report of the Nominating Committee is presented to you, with the exception of the name of Mr. Steimle as Secretary and the additional member of the Budget Committee.

The motion was put to a vote and carried.

PRESIDENT GRANT: Will the Secretary please cast a ballot for the election of those nominated?

The ballot was cast by Secretary Steimle.

PRESIDENT GRANT: Will Mr. Steimle please take the chair for the election of a member of the Budget Committee?

Secretary Steimle took the chair.

CHAIRMAN STEIMLE: On the report of the Nominating Committee for a member of the Budget Committee, what is your pleasure?

The motion was made and seconded that the report of the Nominating Committee, with Mr. E. J. Grant as a new member of the Budget Committee be adopted and upon being put to a vote, was carried unanimously.

President Grant resumed the chair.

PRESIDENT GRANT: The Secretary has some announcements.

Announcements.

MR. J. G. QUICK (University of Pittsburgh, Pittsburgh, Pa.): It is true that the President and Treasurer and Vice-Presidents and other officers who have served this year have done so in a splendid manner. It seems to me we just can't let Mr. Steimle pass out of the picture the way he has this morning, in such an emphatic manner, without giving some sort of an expression to him for his splendid work over the past three years.

I would like to move, Mr. President, that we show our appreciation of Mr. Steimle's good work by a rising vote of thanks.

The audience arose and applauded.

PRESIDENT GRANT: The morning session is now adjourned.

The meeting adjourned at eleven thirty-five o'clock.

## WEDNESDAY LUNCHEON SESSION

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APRIL 16, 1930

The meeting convened at one-thirty o'clock in Neely Memorial Hall, Southwestern, Memphis, Tennessee, President Grant presiding.

PRESIDENT GRANT: We are all here enjoying the hospitality of Southwestern. We all appreciate being here. We are very happy to be here. Mr. Atkinson has had the job of local arrangements, and if it hadn't been for him we couldn't have had the convention. He has done everything possible for our enjoyment. We certainly appreciate his help.

I take great pleasure in introducing Mr. W. R. Atkinson, Registrar of Southwestern, who will be in charge of the meeting.

Mr. Atkinson took the chair.

CHAIRMAN ATKINSON: Mr. Grant and Members of the American Association of Collegiate Registrars: There is one thing that I haven't had time to arrange yet, but I will attempt to get it done within the next few minutes, and that is what I am to say today. Most of the arrangements have been made by those who have helped me, and if any credit is due anyone it is due some of the members of our faculty and Miss Gary, our assistant registrar, and the members of the Committee on Arrangements.

Before I enter into a long discussion of how glad I am to see you in Memphis, I have a surprise for a number of you who I know are very much interested. This came up rather suddenly, and if we don't take advantage of it at this moment it will be too late. I want to present to you Mr. McGiveran, the President of the Panhellenic Council of Southwestern.

MR. MCGIVERAN: The Panhellenic Council and students of Southwestern are going to have a boat ride tonight on

Steamer J. S., and it is with the greatest of pleasure that I extend to you an invitation to be our guests. The boat will leave the dock at eight-thirty, and it is advisable that you be on deck before eight-thirty. The only thing you need for admission is your badge.

CHAIRMAN ATKINSON: In order that there may be no misunderstanding about this, let me explain that it is necessary to wear one of these badges or be a student of South-western in order to get on the boat.

These students manage their own dances. They are not dealt with in any way by the college. The Panhellenic Council takes care of that. They do not have on the boat anyone except college students, mostly our alumni and students who are now in residence. You may have read some college novels and have formed opinions which will be changed tonight.

The only thing I regret about the arrangements for having you here is that I don't get to meet many of you, more than just for a second. I had the pleasure of meeting our President, Mr. Grant, in his own home town, and having lunch with him last fall, and I know that he is the kind of man that I am going to introduce to you in a few minutes. I have had the pleasure of talking with the Treasurer, Mr. Bright, this morning, and he is the kind of man I am going to introduce to you. It is the kind of man who may be your boss, but you don't feel he is your boss; you feel he is your friend. He is the kind of man that—well if you were going to be dropped on a desert island and you had your choice of one man to have with you, or if you were going on a camping trip and had to choose a man to go with, that is the kind of man I feel our President is. I take great pleasure in presenting President Diehl to you.

MR. CHARLES E. DIEHL: President Grant and Members of the American Association of Collegiate Registrars: That was the most gracious word I have ever heard from our registrar here. (Laughter.) He is fixing for something. (Laughter.)

Someone said that if all the after dinner speakers in the world were laid end to end, how fine that would be. (Laughter.) You know the dinners wouldn't be so bad if you didn't have to have the speeches, but you are not going to have a very long one, and Dr. Atkinson specified that this was to be very informal. He said I didn't need to give it any thought or preparation at all. He knew, or thought, that if I did not make preparation, I would run true to form.

A few months ago the alumni secretary began getting out some quips on the faculty, intimate glimpses of them. I was put down as having two hobbies or avocations. One was to be very specific about the name of this institution—that it is Southwestern and not Southwestern College and not Southwestern University and not Southwestern Institute, nothing but one word, Southwestern. And the other hobby or my chief indoor sport was bragging about the faculty. And that I do and am very glad to do it.

Sitting on my left, one of the most observant and astute members of our faculty, remarked after looking over this crowd, "It is quite singular, isn't it, that these registrars look more like what a college professor ought to be than the college professors do themselves?" (Laughter.) I thought I would hand you that compliment.

I think you might be interested in knowing just a little bit about the history of this institution, and that is what I want to talk about in these few minutes.

This institution is a Presbyterian college. It is under the direction of four synods of the Southern Presbyterian Church, the synods of Tennessee, Alabama, Mississippi, and Louisiana. It had its beginning in 1848 at Clarksville, Tennessee, at which time and place there was begun under the auspices of the Masonic Order, a college called Montgomery Masonic College. That was in Montgomery County. They put up the first building, the old Castle Building, which is the most distinctive building in Clarksville today. After a few years they found they could not run it and they offered to turn it over to any reputable

organization that would pay their debts and agree to conduct it as a college.

That offer was taken up by the Presbyterian Church, by the then synod of Nashville, in 1855, and was conducted under the auspices of the Presbyterian Church from 1855 to 1875 as the Presbyterian College, called Stewart College. In 1875 the Legislature of Tennessee adopted an enabling act, and under that act of 1875 there was chartered Southwestern Presbyterian University, which continued as a Presbyterian college but with a wider support, a wider clientele. That is the same year that Vanderbilt University was incorporated and under the same enabling act.

From 1875 to 1925 this college functioned at Clarksville, Tennessee, which is pretty nearly on the Kentucky border, about 205 miles from here. The educational standards were increasing all the time and our income was not increasing. We faced the alternative of closing down the institution and losing it, or moving it to a more central, more strategic location.

It happened that Memphis offered the finest location in the country. There was probably no other city of its size in the country which had not a college of arts and sciences it or near it. So we had designs on Memphis and Memphis had designs on us. And we proceeded to put on campaigns to inaugurate the building program. We had to do, of course, all at once that which a college ordinarily takes about fifty years to do. We had to get the plant and equipment adequate for some four hundred students all at once at a pretty heavy expense.

We have been through every kind of difficulty, legal and financial and all that, but we opened here in September, 1925, and celebrated our Fiftieth Anniversary here. We didn't cut our coat according to our cloth. We started out here to carry out an ideal.

I am reminded of Mr. Dawes, that colorful character, when he was being questioned about the money that was spent over in France during the war, and he used that picturesque and pungent phrase, "Hell'n Maria, we



weren't trying to save money! We were trying to win the war!" So we were down here not trying to cut our coat according to our cloth, however wise that is, but we were trying to carry out our ideal. That is what we have done.

We amassed considerable debt in doing that, and it was necessary to put a mortgage indebtedness on this place of \$700,000, and we have been struggling with that burden of debt. We paid off \$75,000 of it, and we expect to pay off the remaining \$625,000 within a few months. Then we will have our plant clear. We have set the standards and the tone of the place, and we believe that we shall steadily and increasingly receive endowment additions.

We functioned, as I have said, for fifty years under the title Southwestern Presbyterian University, a fearful name for a small college, which never was a university and I think never expected to be. So we just lopped off those last two words and we are "Southwestern." There is a Southwestern College in Kansas, a Southwestern University in Texas and a Southwestern Institute in Louisiana, but there is only one Southwestern, and that is at Memphis. This is it. We want you registrars to be enlightened along that line.

We are a college of liberal arts. We have no university aspirations. We make no pretensions. We give only the Bachelor's Degrees, Bachelor of Arts and Bachelor of Science. The only difference between the two degrees is that the B.S. degrees requires more science and mathematics.

We believe that we are doing here the thing which the South needs the most, in establishing a liberal arts college of highest standards in which the emphasis is placed on quality and one which has no university pretensions and no particular vocational tendencies. We believe that that is the great need in the south, and we are endeavoring to minister to that need.

Of course, the plant speaks for itself. If you had time to go into the Science Building over there, you would find, as you looked into it, that there is nothing better in the world for a college of liberal arts than we have here.

There are larger buildings and buildings that have cost more money, but there is nothing better, better adapted or better equipped than this one.

We have had from the very first three ideals of genuineness and of permanence and of excellence, which have characterized our building program and which characterizes our work from day to day. These are in the very warp and woof of it. There isn't a piece of shoddy or imitation or veneering in this whole plant. We have our own stone quarry and we quarry our own stone. These walls are solid and are backed by tile. Every flashing is copper, and the hardware is bronze. It will endure for centuries as the buildings at Oxford and Cambridge.

We are glad to have you here and to have you know us a little more intimately. And we hope that you will go on that boat ride tonight.

CHAIRMAN ATKINSON: The meeting will adjourn.  
The meeting adjourned at two o'clock.

## WEDNESDAY AFTERNOON SESSIONS

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### SECTIONAL MEETINGS AT SOUTHWESTERN

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APRIL 16, 1930

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#### SECTION A.—REPRESENTATIVES OF UNIVERSITIES

##### *Hardie Auditorium*

MR. J. G. QUICK, *University of Pittsburgh*, presiding

Concerning the minutes of the Section A Meeting, inasmuch as I was not told that a secretary should serve, none were taken. Differing from some of the other group sessions, no set papers were read. I am very happy that we did not tie ourselves down in this way, because we certainly did get into the heart of the topics named for discussion, and the very informality of our proceeding enabled us to do so. Two topics named below were discussed, and, following the remarks of the discussion leader in each case there were numerous expressions of opinion on the part of those assembled and no attempt was made to determine whether or not the attitudes of the leaders met with the general approval of the other representatives. No vote on any practice or policy was taken.

The first topic considered was "What Should Be the Relation Between the Registrar and the Personnel Program of His Institution?" Mr. Ira Smith, Registrar of the University of Michigan, was the discussion leader. The consensus of opinion concerning the relation of the registrar to the personnel program of his institution seemed to be that the registrar should not seek to occupy the position of a student counselor or one interested primarily in building up an elaborate personnel program for his school. On the other hand, it was thought that he, through the agency of the important office that he supervises, should strive at all times to have available the information that must be

used as the basis for all effective personnel work. The registrars in Group A, while holding to this general opinion, did not imply that the registrar should think of himself only as a genius for mechanical details. They all agreed that he should, by study, outside reading and contact with those engaged directly in an advisory capacity, become familiar with all phases of personnel problems, so that he might know the language of those who are actively engaged in this field of work and be prepared to make constructive suggestions in discussions of the phases of the work relating particularly to the Registrar's office.

The other topic was "Student Orientation" (including consideration of such agencies as Freshman Week, Freshman Month, Sophomore Week, Pre-registration, Faculty Advising, Courses on "How to Study," Conferences with Parents, etc.). Mr. R. M. West, Registrar of the University of Minnesota, was the discussion promoter. Concerning this subject, the opinion of the registrars representing the larger universities seemed to be divided. There was agreement that a period of orientation is advisable, but it was quite apparent that the feeling is growing that there is danger of overemphasis of this method of introducing students to their collegiate careers. A show of hands on the length of time devoted to Freshman Week activities indicated that this period is being shortened and that there is less of a tendency to require students to submit themselves to the harrying experiences of many examinations and tests before they even enroll as college students. There seemed to be agreement that in a rather sincere attempt to rescue the freshman from the initial rude shock afforded by registration those who had developed the elaborate systems of orientation had substituted events that were so strenuous and enervating that registration had become a pleasant social gathering, by comparison.

The practice of scheduling conferences and receptions with parents of freshmen, so that their assistance might be enlisted in solving some of the many problems of student orientation, was highly commended. This type of

contact with the parents seems to be growing among institutions throughout the country.

**SECTION B.—REPRESENTATIVES OF LIBERAL ARTS  
COLLEGES**

*Room 101, Science Hall*

MR. THOMAS E. STECKEL, *Ohio Wesleyan University*,  
presiding

About seventy-five representatives of Liberal Arts Colleges were present at what proved to be quite an interesting meeting. The program as planned was carried out in full:

Mr. D. M. Love, Registrar of Oberlin College, spoke most interestingly on "The Aims of a College of Liberal Arts." He emphasized the importance of formulating a statement of aims and read the aims of Oberlin as published in leaflets issued by the college.

Dr. J. R. Robinson of Peabody discussed "The Functions of a Department of Education in a College of Liberal Arts." He stated that the Liberal Arts College is essentially a teacher's college and always has been, as teachers have always been trained in Liberal Arts Colleges. In this day of professional training it has become necessary for a college either to definitely abandon the training of teachers or to offer the necessary professional training. In adding a Department of Education the college should seriously consider several points: Will this department be consistent with aims, ideals and traditions of the college? Will it be loyally supported by alumni, friends, etc.? Will it fit in with the philosophy of the college? Is there a sufficient number of interested students to justify it? Is it expedient?

Dr. Robinson stated that in a Department of Education the faculty should be as scholarly, as well trained, and as well paid as those in any other department.

There were three papers on some "Recent Experiments in Liberal Arts Education." Mr. W. M. Smith, Registrar

of Lafayette College, told of the movement in his own and a number of other institutions to establish Alumni Colleges. This movement is an effort to furnish opportunity to the alumni to keep in touch with some of the main currents of thought in the world. Several colleges have had "Weeks" or "Seminars" for the alumni, at which some particular topic of thought has been taught and discussed for several days.

Miss Emilie B. Cass, Registrar of Rollins College, spoke on "The Rollins College Plan." At Rollins all work is done by the conference method rather than the more *usual* lecture and quiz plan.

Mr. F. O. Holt, Registrar of Wisconsin University, then gave a most interesting description of what has been done by Dr. Meiklejohn at the University of Wisconsin. The movement is still in the experimental stage and it is not yet possible to measure its success.

At the conclusion of the papers Mr. Steckel thanked those who had taken part in the program, saying that all who had been asked to help with the program had willingly responded.

Mr. F. T. Owen, Registrar of the College of Emporia, introduced the following resolution:

The liberal arts registrars protest against the monopoly of the University Registrars in both program and administration and ask that the other sessions, liberal arts, teachers' colleges and junior colleges, be given their fair representation on both the official board and the program.

There was no time for discussion of this resolution, which was passed when put to vote by the Chairman.

Miss Mary Taylor Moore, Registrar of the North Carolina College for Women, was elected as Chairman of the Division for next year.

**SECTION C.—REPRESENTATIVES OF TEACHERS' COLLEGES AND NORMAL SCHOOLS**

*Room 105, Science Hall*

FLOYD B. LEE, *Kansas State Teachers College*, presiding

There were representatives from forty institutions present.

The first paper on the program was read by Mr. M. G. Orr, Registrar of the Teachers College at Durant, Oklahoma. His topic was "The Place of the Registrar in the Councils of Administration" and he discussed this from the following points of view: The Registrar in relation to the college; as a contact man; on placement committees; in follow-up work; and in curriculum building. Discussion of the paper was led by Mr. G. Y. Short, Assistant Registrar of State Teachers College, Conway, Arkansas, and Mr. D. A. Shirley, Registrar, State Teachers College, Canyon, Texas. Mr. Short stressed the importance of not only keeping records, but of keeping them in such form as to have them at all times available; regarding the Registrar's office as a laboratory for the administration, and making the point that much information that is not usable at the time of filing may prove to be very valuable later. Mr. Shirley's talk was along the line of the great progress made in the last few years by teacher-training institutions, and the great evolution in the work of the Registrar. He gave it as his opinion that the Registrar should have no disciplinary duties, in order that his contact with the students might be free and sympathetic; that he should have a place in the moulding of the policies of the institution since he is in a position to know many things that no one else knows. The place of the Registrar is determined by his duties and only when these duties become fixed, will the place be stabilized.

This discussion was followed by a paper from Mr. Ernest T. Canon, Registrar, Western Kentucky State Teachers College, Bowling Green, "The Registrar as an Executive."



Mr. Canon stated that the growth of the Registrar was demonstrated by the fact that he has progressed from the recording to the interpreting and applying of records. He emphasized the qualities necessary for his functioning, his opportunities for functioning, and the personal characteristics he should possess if he is to make a success of his work; among these are courage, open-mindedness, ability to analyze, poise, and tact; he must have the power to "sell" the institution to the public through correspondence and personal contacts. He is the best educational adviser for the student; he is closer to the student and knows his work better than anyone connected with the college; he knows the college as a whole and is not departmentally minded. He must also maintain standards; he knows the standards of other institutions and whether or not his own is measuring up as it should. He represents the soul of the institution.

Mr. G. C. Jackson, Registrar of the Teachers College at Alva, Oklahoma, brought out in his discussion of Mr. Canon's paper, that the Registrar must be an executive, that he must gather around him an office force capable, not only of handling records, but of meeting people with courtesy and making a good impression for the office; he must know how to handle the Faculty (without "ruffling" them too much); he must be conversant with certificate requirements; he must be able to cope with the "transfers" that do not fit—he must be wise enough to "give away nothing and still leave a good taste in their mouths." In other words, he must be a judge of human nature.

"The Gathering and Use of Statistical Data in the Registrar's Office for College Administration and Teaching" was the subject of the paper of Mr. Robert K. Devricks, Registrar of Indiana State Teachers College, Terre Haute. Mr. Devricks called attention to the fact that very few Teachers College offices are organized for research work; and that such work as may be done is done through the Registrar's office. Here should be compiled and kept such statistical data as may be helpful to the administration, to

students, or to outside agencies. He pointed out the advisability of cumulative records regarding majors, etc., the study of employment of graduates, intelligence tests for freshmen, and like matters.

**SECTION D.—REPRESENTATIVES OF TECHNICAL AND PROFESSIONAL SCHOOLS**

*Room 100, Palmer Hall*

H. H. CALDWELL, *Georgia School of Technology*, presiding

Representatives of some twenty institutions were present and the meeting, although too brief in duration, was both interesting and helpful.

This group by previous vote of its members had agreed to hold an informal meeting with general discussion of several topics of common interest. Several weeks prior to the meeting the Chairman asked all who expected to attend the meeting to send in questions which might be included in the discussion. A list of these was compiled and mailed to the members in order that they might have an opportunity to think them over in advance.

At the opening of the meeting a vote was taken to determine which questions on the list were most popular, and the following were discussed, more or less briefly, on account of limited time available.

1. Is pre-registration practicable in a technical school?
2. How may grades be made available immediately after the close of the session?
3. What is the best method of checking the student's standing for graduation and of reporting such standing to deans?
4. Is the Photostatic method of copying students' records satisfactory?
5. Are graduation requirements in technical schools too high in quantity or in quality?

**SECTION E.—REPRESENTATIVES OF JUNIOR COLLEGES***Room 200, Palmer Hall*

MR. R. J. RIORDAN, *Crane Junior College*, presiding

There were twenty-five Junior Colleges represented.

The following topics were discussed very informally:

1. Terminal Courses.
2. Procedure of Registration.
3. Forms Used in Registration.
4. A Standardized Transcript of Credits.
5. A Vote on Mr. Quick's Questionnaire.

## THURSDAY MORNING SESSION

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APRIL 17, 1930

The meeting convened in the Peabody Hotel, Memphis, Tennessee, at nine-fifteen o'clock, President Grant presiding.

PRESIDENT GRANT: The open forum this morning will be conducted by Mr. George P. Tuttle of the University of Illinois, who will take the chair.

Mr. Tuttle took the chair.

CHAIRMAN TUTTLE: Mr. President and Members of the Association: I consider it not only a privilege but also a considerable responsibility to attempt to lead a discussion of this Association.

I want to say that the persons who have been asked to introduce the various subjects this morning have been told that they are to occupy not more than four minutes. You are all cordially invited to express your opinions regardless of how different they may be from the views expressed by the various speakers. In fact, there can be no worthwhile discussion unless opposing views are expressed.

The first topic on the program, which is, "What should appear on the transcript of a student who has received the degree?" will be introduced by Mr. Ira M. Smith, Registrar of the University of Michigan.

MR. IRA M. SMITH: In the few minutes given me I wish merely to raise a few questions concerning the assigned topic.

The uses made of transcripts are about as follows:

1. For admission to graduate and professional schools.
2. For state qualifying certificates.
3. For state teachers' licenses.
4. For promotional credit for teachers in service.

5. Quite frequently for submission in court as character evidence or the like. We have had quite a number of cases like that.

There probably are other uses. I haven't covered the field entirely, I am sure.

Considering these various uses to be made of transcripts should we adopt the uniform policy of issuing a complete case history of each and every case, or use our own interpretation as to what part if any should be omitted?

In addition to the scholastic record, the degree and data on the transcript, should we add:

1. Honors Won?
  - (a) Scholastic.
  - (b) Athletic.
  - (c) Extra Curricular.
  - (d) Special honors of all sorts.

2. All disciplinary action?

3. The health record?

Should we indicate on the transcript the health conditions which possibly caused a low scholarship record in the middle of the student's college program?

4. Outside work record?

Should we indicate the amount of outside work the student was compelled to do in order to stay in college as a reason perhaps for certain low grades in college?

This question is really involved in the study of a committee of this Association which has been appointed to review present practice with reference to recording discipline on transcripts.

I would like to read excerpts from a few letters which have come to the committee. We have written to several institutions and find the practices are just as opposite as the poles. We are going to follow the digest idea and take a pole of the entire Association during the coming year. I will read just a few comments so the question will be before you.

One institution reports that in preparing official transcripts no distinction is made between those who have graduated and those who have not.

Another one says, "If a student's conduct is such as an undergraduate that we are willing to graduate him, we cease to advertise his shortcomings."

A third reports, "When we issue the transcript of a student who has received the B.A. degree, we do include a complete history of the case in so far as we have it."

A fourth institution states: "To issue a transcript of record, which is in fact only a partial record, seems to me to strike at the very foundation of academic honesty."

Another one: "Replying to your letter, I beg to say that in the issuing of the transcript of a record of a student who has received his degree, it has never been our policy to include a statement of probation, dismissal on account of poor scholarship standing, and reinstatement in the university. When the university has given the student his degree it would appear that the university stamp of approval went with the conferring of the degree."

I have opened this question. Now I retire to my seat.

CHAIRMAN TUTTLE: Whenever it appears that a practice so important as the issuing of a transcript is being so variously handled by institutions throughout the country, it would seem that it was worthy of discussion. The matter is now open for discussion.

SECRETARY STEIMLE: Just a word with regard to the last remarks by Mr. Smith. This Association is on record as favoring the elimination of disciplinary action on a transcript after the student has received the degree.

CHAIRMAN TUTTLE: The matter is now open for discussion.

Mr. Smith has raised certain definite questions. He has suggested: Should honors be recorded on the transcript? Should disciplinary action be recorded? Should the health record be recorded. Should outside work be recorded?

PRESIDENT GRANT: I am a great believer in giving all the facts possible.

The thing that has troubled me is this: Our legal advisers have always warned us against giving such information for fear that we might be subject to libel. We just don't know what to do about it.

CHAIRMAN TUTTLE: How do the others avoid that?

MR. G. W. LAMKE (Washington University, St. Louis, Mo.): It seems to me that no university is liable to be brought into court for libel if the statement of the facts has been made, and particularly if the transcript is sent at the request of the student. If the student requests that his transcript be sent to some other institution or some other person, he takes the responsibility of any facts that may be stated, and so long as the transcript is a statement of facts, it seems there would be no difficulty in the question of libel. There may be some embarrassment, but no question of libel I think is likely to arise.

CHAIRMAN TUTTLE: I presume Mr. Grant has in mind a situation where let us say a student during his freshman year got himself into some minor disciplinary difficulty. He served his term, later continued and finally graduated.

The question is: Should the statement of a minor disciplinary matter always follow that student wherever his transcript goes? I presume that is about your question.

Is there further discussion?

MR. CAREY E. MELVILLE (Clark University, Worcester, Mass.): I use transcripts chiefly for receiving students into the college and graduate students into the graduate college. Both of those are highly selective processes and I feel that the omission of honors and the omission of official records of disciplinary action handicaps us a great deal in making the proper choices.

If the granting of a degree to an individual would carry with it the complete approval of the institution it would be very pleasant on the whole, but unfortunately in at least the institution I represent we often give the degree



to people we are not proud of. They earn it by meeting the technical requirements. The facts which are under discussion now would often be vital facts for anyone making a decision.

PRESIDENT GRANT: Aside from those who have graduated, I have a case right now of a man who seventeen years ago was expelled for cheating in an examination.

The case is this: On his record there appeared a notation, "Recommended for expulsion by action of the Committee on Instruction," and opposite one of the marks that he received is a notation, "Cheated in examination."

If I acted without advice of counsel, I would send that out to anybody, but our attorney has advised us not to do it. Do others have such difficulties?

CHAIRMAN TUTTLE: May I ask Mr. Grant if in this case the student has been readmitted to Columbia and done further work?

PRESIDENT GRANT: No, that is his final record.

CHAIRMAN TUTTLE: Mr. Grant has asked us a specific question.

MR. J. F. MITCHELL (Kansas State Teachers College, Pittsburgh, Kansas): All we do in that case is to omit the notation, "In good standing." On other transcripts we have that notation, but where a student has a questionable record of any sort we leave that off, and it is up to the institution that gets the transcript to find out what the trouble is.

MR. J. G. QUICK (University of Pittsburgh, Pittsburgh):

The policy that I have adopted is that the granting of the degree is evidence of the fact that the institution has placed a certain stamp of approval upon the student. The degree ought not to be conferred unless the university is willing to go that far. Where the degree has not been conferred, a statement "Not in good standing," and a little footnote to the effect that additional information may be furnished upon request, is included on the transcript.

CHAIRMAN TUTTLE: Mr. Melville, a moment ago, raised the question of the use to which the institution receiving the transcript would put such information, as disciplinary actions and so on, in the case of an application for admission to a graduate school.

I wonder if there are any comments on that. Would institutions use the information, particularly with reference to graduate schools, if it were included?

DR. A. L. JONES (Columbia University): There are cases in which we should use it, particularly with reference to applicants for admission to a professional school. When the fact is mentioned that the student has been on probation, it is a factor in determining whether the student shall be admitted to the professional school.

CHAIRMAN TUTTLE: I take it that good practice always would dictate the giving of the student's present status, regardless of what the facts might be. I take it that if the student is dismissed for disciplinary reasons, at least the fact would be included in the transcript that he had been dismissed. It might state, "for disciplinary reasons." It might state the specific offense or it might simply indicate that he had been dismissed. But I take it that in any instance that fact would be included.

The question under discussion, of course, relates, as Mr. Quick has pointed out, primarily to the issuing of the transcript to a student who has a degree.

We will proceed to the next topic, which is, "Freshman Orientation Period." This subject will be introduced by Mr. G. L. Harrell, Millsaps College, Jackson, Mississippi.

MR. G. L. HARRELL: I wish to bring before you three questions:

1. How can the orientation period be made really worth while?
2. Wherein does the period serve best the student's need and why?
3. Wherein does the plan fail to meet the need of the student?

I will ask you then to give attention to these questions.

CHAIRMAN TUTTLE: In the sectional meetings for universities, the freshman orientation period was discussed a bit. It appeared that an increasing number of institutions were adopting some sort of orientation period and that no institution which had previously adopted it had done away with it.

Mr. Harrell has left us three specific questions. Let us take the first one. How can the orientation period be made really worth while? You might put it this way: Is the orientation period really worth while?

MR. IRA M. SMITH (University of Michigan, Ann Arbor): We made a checkup from our students and 92 per cent of them said it was.

CHAIRMAN TUTTLE: That is pretty good evidence. I have heard it said that it may be a good thing from the point of view of the faculty but that students do not like it.

Isn't there someone who will tell us of certain specific things accomplished during the orientation period which you consider very much worthwhile, things which you consider have reached the student and done him some good?

MR. ENOCK C. DYRNESS (Wheaton College, Wheaton, Ill.): Perhaps I should not attempt to speak on this question, since we just introduced the orientation period this year, but I can say it has proven very successful.

In answer to the question Mr. Tuttle has raised, I would say the student has, during the freshman period, learned to adjust himself in a way that he could not do under ordinary circumstances. In the course of the two or three freshman days we acquaint the students with the rules of the institution, the various procedures involved in registration, and in addition we have placement examinations and aptitude tests which place the student in the proper sections in the various courses. We feel that it is very much worthwhile.

CHAIRMAN TUTTLE: If I mistake not, the University of Maine was one of the first institutions to adopt the freshman week plan. I am sure Mr. Gannett has had no previous knowledge of this, but would be willing to outline briefly something of Maine's experience, possibly giving us a brief statemetn of changes his institution may have found it wise to make.

MR. J. A. GANNETT: Mr. Chairman, we would like to claim credit for instituting the idea, but Wellesley College I think had a freshman week long before we did. Perhaps there are others that I do not know of.

We made the mistake of inaugurating a freshman week of seven days, with a very intensive program. Since that time the program has been gradually reduced, the days shortened from seven to four and a half days, and a less intensive program instituted. At the present time the week's program is under discussion with a view of simplification.

There is no use, it seems to me, in bringing a freshman in for a week of strenuous activity and expecting to get definite helpful results from it. One of the points which is under discussion at the present time with us is whether the examinations which we are giving actually bring results which are helpful to the freshman class, whether the examinations will bear scrutiny.

The point was made a few moments ago as to how the freshman week could be helpful. I think that you must first have the highest coöperation of the faculty, those who are participating. They must be enthusiastic. If they are lukewarm or half-hearted, the week is apt to be a failure. I think you can enlist their enthusiasm and whole-heartedness if you can show them that the results are definitely beneficial to the freshman class.

The questionnaire which we sent out a few years ago, after four years of freshman week, to the students, showed definitely that they were interested in it. And talks we have had with individual freshmen show that they would

rather come to the university with a freshman week than without it.

CHAIRMAN TUTTLE: Thank you very much, Mr. Gannett.

MR. WILLIAM S. HOFFMAN (Pennsylvania State College, State College, Pa.): We did the same thing at Penn State. We sent a questionnaire, under nine different headings, to the students in the freshman class at the end of the year. In no one of the headings did we have lower than 70 per cent of the group approving the items concerned. There were very few that asked for the elimination of any single item. The thing that surprised us most was the fact that they rather appreciated the fact that we gave them examinations and that they learned thereby the method by which the institution would conduct examinations in the future.

CHAIRMAN TUTTLE: I wonder if anyone has had the experience that students in any large numbers do not care for this orientation period, that they prefer not to have it.

MR. E. B. STEVEN: (University of Washington, Seattle, Washington): We have had experience with students who get into trouble and have checked on their record to see if such students attended freshman week, and we have been surprised to find how many students who get into trouble during their freshman year have not been in attendance at most of the freshman week exercises.

CHAIRMAN TUTTLE: I might say, Mr. Stevens, that we have had the same experience.

MISS JESSIE LEE (Blue Mountain College, Blue Mountain, Miss.): One thing I think makes our period of freshmen orientation valuable to the students is that the freshmen are required to attend certain class hours each day and study the student government handbook and then take a rigid examination on it.

DR. F. B. O'REAR (Teachers College, Columbia University): May I report to this group that a study of orientation, with particular reference to freshmen week, has been

made recently by Dr. G. C. Knode of Teachers College. That study will be published by the Bureau of Publication of Teachers College. I would like to add that Dr. Knode's findings are favorable to these freshmen orientation periods.

CHAIRMAN TUTTLE: I fear we must leave this topic and go on to the next, which is, "Evaluation of Work in Professional Schools for College Credit." It will be introduced by Mr. B. J. Steggert, Loyola University, Chicago, Illinois.

MR. B. J. STEGGERT: Mr. Chairman, Ladies and Gentlemen: I distributed mimeographed copies previous to the discussion, in order that you may follow what is to be said.

#### EVALUATION OF WORK IN PROFESSIONAL SCHOOLS FOR COLLEGE CREDIT

Please indicate in the space reserved the amount of credit (in addition to the pre-professional credit of college nature) you will allow to apply towards the various degrees (academic) for completed professional work as indicated by the degrees or training. Please indicate blanket credit or specific subject allowance.

Prof. Deg. or Train.	A.B	B.S.	Ph.B.	B.C.S.	Litt.B.	Other	Remarks
Medical—M.D. ....	.....	.....	.....	.....	.....	.....	.....
Dental—D.D.S. ....	.....	.....	.....	.....	.....	.....	.....
Legal—LL.B. ....	.....	.....	.....	.....	.....	.....	.....
Pharmacy—Ph.G. ....	.....	.....	.....	.....	.....	.....	.....
Nursing—2 years ...	.....	.....	.....	.....	.....	.....	.....
3 years ...	.....	.....	.....	.....	.....	.....	.....
Normal—2 years ...	.....	.....	.....	.....	.....	.....	.....
3 years ...	.....	.....	.....	.....	.....	.....	.....
Phys. Educ.—B.P.E. ....	.....	.....	.....	.....	.....	.....	.....
Diploma ....	.....	.....	.....	.....	.....	.....	.....
Theological ....	.....	.....	.....	.....	.....	.....	.....
Miscellaneous ....	.....	.....	.....	.....	.....	.....	.....

Do you require such candidates to meet all your entrance requirements to become eligible for a baccalaureate degree? .....

Name of college or university ..... Location .....

Officer reporting ..... Official title ..... Date .....

#### FORM I

The following institutions have submitted replies to the questionnaire on "Evaluation of Work in Professional Schools for College

Credit'' The number assigned to each will be referred to later in the study.

- |                              |                            |
|------------------------------|----------------------------|
| 1 Agnes Scott College        | 49 Emory University        |
| 2 Akron, University of       | 50 Eureka College          |
| 3 Albion College             | 51 Florida, Univ. of       |
| 4 Alfred University          | 52 Franklin College        |
| 5 Allegheny College          | 53 Georgetown Univ.        |
| 6 Amherst College            | 54 Georgia, Univ. of       |
| 7 Arizona, Univ. of          | 55 Gettysburg College      |
| 8 Arkansas, Univ. of         | 56 Goucher College         |
| 9 Baker University           | 57 Hamilton College        |
| 10 Barnard College           | 58 Hamlin University       |
| 11 Bates College             | 59 Harvard University      |
| 12 Baylor University         | 60 Heidelberg College      |
| 13 Beloit College            | 61 Hobart College          |
| 14 Birmingham-Southern       | 62 Holy Cross College      |
| 15 Boston College            | 63 Hunter Col. City, N. Y. |
| 16 Boston University         | 64 Idaho, University of    |
| 17 Bowdoin College           | 65 Illinois, Univ. of      |
| 18 Buffalo, Univ. of         | 66 Illinois Womans Col.    |
| 19 Brown University          | 67 Iowa State Univ., The   |
| 20 Bryn Mawr College         | 68 John Carroll Univ.      |
| 21 Butler University         | 69 Johns Hopkins Univ.     |
| 22 California, U. of (L. A.) | 70 Kansas, Univ. of        |
| 23 Carleton College          | 71 Knox College            |
| 24 Carthage College          | 72 Lafayette College       |
| 25 Catholic U. of Amer.      | 73 Lawrence College        |
| 26 Chattanooga, Univ. of     | 74 Louisville, Univ. of    |
| 27 Chicago, Univ. of         | 75 Loyola Univ. (Chgo.)    |
| 28 Cincinnati, Univ. of      | 76 Loyola Univ. (N. O.)    |
| 29 Clark University          | 77 Macalester College      |
| 30 Colby College             | 78 Maine, University of    |
| 31 Colgate University        | 79 Marietta College        |
| 32 Colorado, Univ. of        | 80 Marquette University    |
| 33 Columbia University       | 81 Maryland, Univ. of      |
| 34 Connecticut Col. Wom.     | 82 Miami University        |
| 35 Cornell College           | 83 Michigan, Univ. of      |
| 36 Cornell University        | 84 Mississippi, Univ. of   |
| 37 Creighton Univ., The      | 85 Miss. State Col. Women  |
| 38 Delaware, Univ. of        | 86 Missouri, Univ. of      |
| 39 Denison University        | 87 Missouri Valley Col.    |
| 40 Denver, Univ. of          | 88 Monmouth College        |
| 41 De Paul University        | 89 Morningside College     |
| 42 DePauw University         | 90 Mount Holyoke Col.      |
| 43 Dickinson College         | 91 Nebraska, Univ. of      |
| 44 Doane College             | 92 New Hampshire, Univ. of |
| 45 Drake University          | 93 New Mexico, Univ. of    |
| 46 Dubuque, Univ. of         | 94 New Rochelle, Col. of   |
| 47 Duquesne University       | 95 New York, Col. City of  |
| 48 Earlham College           | 96 Nevada, Univ. of        |



- |                                 |                                |
|---------------------------------|--------------------------------|
| 97 North Carolina, Univ. of     | 135 Syracuse University        |
| 98 North Central College        | 136 Tennessee, Univ. of        |
| 99 North Dakota, Univ. of       | 137 Texas, University of       |
| 100 Northwestern University     | 138 Trinity College (Hartford) |
| 101 Notre Dame, Univ. of        | 139 Trinity Col. (Washington)  |
| 102 Oberlin College             | 140 Tufts College              |
| 103 Occidental College          | 141 Tulane Univ., The, of La.  |
| 104 Ohio University             | 142 Union College              |
| 105 Oklahoma, Univ. of          | 143 Vassar College             |
| 106 Oregon, Univ. of            | 144 Tulsa, The Univ. of        |
| 107 Pacific, Col. of the        | 145 Vanderbilt University      |
| 108 Park College                | 146 Vermont, The Univ. of      |
| 109 Pennsylvania, Univ. of      | 147 Wabash College             |
| 110 Pittsburgh, Univ. of        | 148 Washburn College           |
| 111 Pomona College              | 149 Washington Square Col.     |
| 112 Radcliffe College           | 150 Washington, U. of, Seattle |
| 113 Randolph-Macon Wom. Col.    | 151 Washington U. St. Louis    |
| 114 Richmond College            | 152 Washington and Jefferson   |
| 115 Redlands, Univ. of          | 153 Washington and Lee U.      |
| 116 Rice Institute, The         | 154 Wellesley College          |
| 117 Ripon College               | 155 Wells College              |
| 118 Rockford College            | 156 Wesleyan University        |
| 119 Rosary College              | 157 Westminster College (Mo.)  |
| 120 Rutgers University          | 158 Westminster College (Pa.)  |
| 121 Simpson College             | 159 Western College            |
| 122 Smith College               | 160 West Virginia Univ.        |
| 123 South, Univ. of the         | 161 Whittier College           |
| 124 South Carolina, Univ. of    | 162 Whitworth College          |
| 125 South Dakota, Univ. of      | 163 Williamette University     |
| 126 Southern California, Univ.  | 164 William and Mary           |
| 127 Southwestern University     | 165 William Jewell College     |
| 128 Stanford University         | 166 Wilson College             |
| 129 St. Catherine, Col. of, The | 167 Wisconsin, Univ. of        |
| 130 St. Elizabeth, Col. of      | 168 Wittenberg College         |
| 131 St. John's (Fordham) Col.   | 169 Wooster, College of        |
| 132 St. Lawrence Univ.          | 170 Wyoming, Univ. of          |
| 133 St. Stephen's College       | 171 Yale University            |
| 134 Sweet-Briar College         |                                |

## FORM III

*General Remarks Concerning the Data Submitted*

One hundred seventy-one (75%) of the questionnaires sent out were returned within the time requested and have been made the basis of this study. The following classification of the data is submitted:

(1) *No College Credit Allowed* for any professional work by fifteen (15) institutions (9% of those replying) as follows: (cf. Form I for the names): 5, 6, 20, 25, 31, 53 (if prof. degree granted), 55, 56, 71, 72, 97, 112, 113, 131, 133.

(2) *Individual Cases* considered for all professional work by twenty (20) institutions (11.7% of those replying) as follows: 1, 3, 19, 23, 59, 67, 68, 73 (conservative—discouraged), 85, 90, 107, 115, 120, 128, 135, 136, 138, 143, 147, 151.

(3) *Credit* allowed for *Equivalent* or *Corresponding Content Courses* (academic or semi-professional) by fourteen (14) institutions (8% of those replying) as follows: 15, 19, 38, 39, 48, 54 (6 hrs.), 61, 62, 89, 101 (24 hrs.), 122, 139, 156, 157 (guard against cr. appl. on 2 degrees).

(4) *No Definite Policy* reported by seven (7) institutions (4% of those replying as follows: 47, 57, 79, 93, 94, 116, 118.

(5) *Combined Degrees* after three years' college work reported by twenty (20) institutions (11.7% of those replying) as follows: 3, 5 (Med.), 8, 33, 39, 42, 51 (Law), 52, 61, 67, 75, 80, 82, 87, 89, 103, 141, 164, 167 and 169. There are doubtless others that did not mention the fact.

NOTE: (a) One institution (49) made particular mention that the A.B. degree is reserved for *Four Years' College Work*.

(b) Another, (18), indicated that no combined degrees are given.

(c) Regardless of amount of credit allowed all institutions require that the specific degree requirements be met. Accordingly, it may happen that the maximum allowance of Credit may not be applied.

(d) Two institutions (133, 157) make mention of their policy of "not allowing credit to apply towards two degrees."

(e) The question: "Do you require such candidates to meet all your entrance requirements to become eligible for a baccalaureate degree?" was answered as follows:

Yes: by 116. Yes (with modification) by 4 (18, 27, 68, 92).

No: by 1 (17). Unanswered: by 50.

#### FORM IV

##### *Maximum Amount of Credit\**

<i>Prof. Deg. or Train.</i>	<i>A.B.</i>	<i>B.S.</i>	<i>Ph.B.</i>	<i>B.C.S.</i>	<i>B.B.A.</i>	<i>B.S.E.</i>
Medical—M.D. ....	65	72	30	65	15	30
Dental—D.D.S. ....	30	72	30	30	15	30
Legal—LL.B. ....	33	30	30	30	14	30
Pharmacy—Ph.G. ....	30	30	30	15	15	0
Nursing—2 Yr. ....	40	60	30	30	0	40
Nursing—3 Yr. ....	60	57	30	30	0	60
Normal—2 Yr. ....	90	90	60	50	20	64
Normal—3 Yr. (term hrs.)..	135	135	70	70	28	90
Phys. Educ.—B.P.E. ....	30	30	0	30	0	39
Phys. Educ.—Diploma ....	30	30	0	15	0	58
Theological ....	98	30	30	30	15	30

\* Semester hours.

Due to the infinite amount of data submitted it was impossible to prepare a detailed study of the range of credit allowed for various types of professional work upon different degrees. However as I

have all this data I shall within the next few weeks work it out completely and have available a statistical analysis of the situation.

A complete detailed study will be mailed out to all who have submitted returns on the questionnaire as also to any others desiring copies of the study.

In the meanwhile, should anybody wish to question any of the data or desire detailed information as submitted by any of the institutions listed I shall be at his service in this regard.

If considered feasible I shall have this study published in our bulletin so that it will be available for all interested.

In order to find out what is being done by most of the institutions that are members of the Association, I sent out about 225 questionnaires.

The response has been excellent. I have replies from 75% of the institutions to which the questionnaires were sent.

The results of this questionnaire may be divided into two classes:

1. The answers given by institutions replying to the situation as a whole.
2. The answers given by institutions replying to individual, specific cases.

You have in your hands copies of the study. On the second page, the table of contents is given. On the next page is a copy of the questionnaire. On the following page are given the names of the institutions replying, each institution being assigned a number in the order of the alphabetic list.

The replies of institutions that answered the questionnaire in general, may be summarized as follows:

1. No college credit allowed for any professional work—fifteen.
2. Credit allowed on basis of merit—twenty.
3. Credit allowed for equivalent or corresponding content courses—fourteen.

Although the question was not contained directly in the questionnaire, a number of institutions indicated that they give combined degrees. That is, after three years of creditable work in the college of arts and sciences, the student

having met all degree requirements, might transfer to a professional school, medical school, dental school, or law school, and then have his professional work in these schools applied as electives, on his college record, and receive the degree for which he had been a candidate.

One institution made mention of the fact that the A.B. degree is reserved for those who do four years of academic work. I interpret that to mean that regardless of the fact that the individual might have completed three years of the requirements for the A.B. degree including all the degree requirements, nevertheless should he transfer to a professional school, he would not receive the A.B. degree.

I would like to call your attention to the fact, that regardless of the amount of credit allowed for professional work all institutions require that the specific degree requirements be met.

I intend to make a more detailed study of this material within the next month or two, and I shall be glad to send out the results to institutions that have participated in the questionnaire or to any others that might be interested.

As I have written at the end of the study, I have the original results of questionnaires as they were sent in, and any institution may make any modifications or corrections. Of if anyone is interested in what any one institution is doing, I have that data available.

CHAIRMAN TUTTLE: The question is before you for discussion. I am sure the Association appreciates the work that Mr. Steggert has put into the preparation of this material. I judge from the lack of discussion that it is considered that its careful preparation pretty well answers the question of what is the procedure.

MR. STEGGERT: After I was seated, I was asked why I did not include the training in music. I have an item at the end of the questionnaire—Miscellaneous. That was to take care of anything I overlooked.

CHAIRMAN TUTTLE: I presume most often this question is answered by institutions in terms of how much of the

work of the professional schools of medicine, dentistry, pharmacy, and so on, as a matter of fact, is quite similar to the work which ordinarily comes within the requirements for an A.B. or B.S. degree. It may be that some institutions act on a different basis. If that is so, and there is anyone present representing those institutions, I think it would be of much interest to the Association to hear of that practice.

MISS EMMA J. SCOTT (Drake University, Des Moines, Iowa): I would like to ask if Mr. Steggert has determined the average or most frequent amount. He has the maximum.

MR. STEGGERT: I am sorry to say that I haven't. That is part of the continuation study that I intend to make.

CHAIRMAN TUTTLE: We will pass now to the next topic, which is "Verification of Credentials Presented for Credit—System for Check Back." This subject will be introduced by Dr. Jones of Columbia University.

DR. A. L. JONES: Mr. Chairman, I haven't any system to propose. I simply want to mention some of the difficulties we have met and to raise a question as to what might be done. I presume we all have the experience occasionally of getting credentials which don't represent what they seem to represent.

We had recently a very flagrant case of a young man who turned up at just about the time college opened and presented a very good record from a school in California. It was tentatively accepted until we could follow it up. He came in a day or two later to say that something had been omitted from that record, that he had had certain subjects which through some error had been omitted from the record. We said we had to take the record as it was, that we couldn't give him credit for anything that wasn't on it, naturally.

About ten days later, still before we had had time to make our complete checkup, a supplementary record came

in on the letterhead of the school, signed by the principal and containing the subjects which he needed to give him the missing credits. We sent a formal note of acknowledgment to the principal, thanking him for this record, and we got a statement from him stating that he had never issued such record. We sent to him what purported to be the record. He said the record was a complete forgery, that that wasn't his signature, and that while the boy had been in the school, he hadn't completed those subjects. He said furthermore, "The form on which the record is entered is in the type that we have never used."

After a good deal of pressure and inquiry, we discovered that the boy had had these forms printed by some friend outside New York State, so that we couldn't very well hold him there. He had them printed in Wisconsin. The first record he had made out himself and signed. The second record he had also made out himself, he had addressed it to us and had enclosed the letter in an envelope which he sent with another letter to a friend of his in his native town to be mailed to us there. When this second record came in the envelope bore the postmark of the town in which he had studied and it seemed to be all right.

I don't know to what extent it is possible to check back on records. I know that our own registrar would object if all the people to whom he issues records should present them at various colleges and the colleges should write back to find out whether those records were genuine. But I am not sure that I agree with him. It is a lot of trouble, but after all we must protect ourselves against bogus records so far as possible. It is about as much trouble no doubt to a registrar to check back all the items on the record, as it is to issue a new record—perhaps it is more.

Of course, you can't always be sure when a record comes directly from an institution because a case happened in one institution not very far from New York, three or four years ago, in which somebody in the office of the registrar was making up false records and sending them out. I

don't know how you can check that kind of thing unless you have the registrar put his fingerprint on each record that is issued.

I wish it were possible—perhaps it isn't—for us always to get either a verification point by point or a new detailed record direct from the institution itself. I don't think anything else is safe. It may seem to be suspecting the students unduly, but after all you can't take too many chances, because it is a bad thing all around if the student gets away with something that isn't right. I am just asking you what we can do, how far we can go with the registrars.

CHAIRMAN TUTTLE: To my mind this is a most important question. In no former period of time I am sure have credentials been of such value as they are at the present time. I am also convinced from my own experience that it is essential to check the validity of transcripts which are received. The question is open for discussion.

MR. J. F. MITCHELL: I would like to ask what you do with transcripts that are signed by stamps or with a typewriter.

DR. JONES: We don't accept one signed with a typewriter. We do sometimes accept them when they are stamped, if they have the proper initials, but very seldom even then.

MR. H. H. ARMSBY (Missouri School of Mines and Metallurgy, Rolla): If I am not mistaken this Association went on record a couple of years ago as being opposed to accepting transcripts from students. I am not certain of that. I know we refused to accept transcript signed with a rubber stamp. We acknowledge every transcript we receive with a little card that says, "Received the transcript for So-and-So, containing blank credit hours." We send that to the institution from which we received it, and if we get no reply, we assume that the transcript is correct.



MISS SARAH E. COTTON (Butler University, Indianapolis, Ind.): Will not the seal of the university protect the transcript? We require the college seal to be on every transcript we receive from other institutions. If it isn't there we return it for the seal.

MR. J. F. MITCHELL: I happen to have a transcript just exactly of that type. The school is 500 miles from here. Even the signature of the registrar was very nicely and neatly forged, and the record showed the stamp of the institution. Yet the whole record was forged.

MR. G. W. LAMKE (Washington University, St. Louis, Mo.): In our School of Dentistry we have a practice where the student makes an ordinary application for admission to the school, and then the secretary of the school writes direct to the high school, sending blanks for the principal to fill in. I think that is pretty fair as a safeguard for official records.

DR. JONES: We do that for the high schools in general. Of course, this case I mention was an exception, because the boy turned up the day before college opened. But it is the college records that trouble us most. They are very much more likely to be handed in by the students.

MISS EDNA REAMS (State Teachers College, Florence, Ala.): I wonder how many of the registrars do not issue official transcripts to the students. I do not. I send them direct to the institution.

CHAIRMAN TUTTLE: How many institutions do not issue official transcripts direct to the students?

At least half of the registrars raised their hands.

MR. E. J. MATHEWS (University of Texas, Austin): Do not students need transcripts for other purposes than the transfer of credits? When a student writes to me for a transcript I send him a transcript. If I know that that transcript is to go to a school, before sending it to him I notify him that the school prefers transcripts sent direct from the registrar and I shall be pleased to send it that

way. But I do issue transcripts and send them direct to the student. I assume it is for other purposes.

MR. DONALD M. LOVE (Oberlin College, Oberlin, Ohio): If a student insists on having some record of his own, we send out a student record signed by the registrar, which is not the official transcript. If the transfer of credits to another institution is contemplated, we send quite a different statement which is the official transcript.

MISS ELLA OELSEN (University of Idaho, Moscow): I wonder what is the practice in the case of requests for transcripts for admission to graduate schools, when the application which the student fills out carries a statement that the student is to send the transcript with his application. I like to give transcripts to the institutions, and then I run against that problem from some institutions.

CHAIRMAN TUTTLE: I presume one answer to that would be to inform the student that you would send the transcript direct.

MISS OELSEN: I have had the reply several times, when I have done that, that the student's transcript was not received. It seemed to be a lack of coördination within the institution.

MR. STEGGERT: In a case like that, you could take the application and send it out with the transcript to the graduate school. I imagine in that case the transcript should have come with the application and the certificate sent to the office of the registrar.

MR. J. P. MITCHELL (Stanford University): One thing that was brought out is that it is safer to give the student photographic and photostatic transcripts than typewritten copies. Has anyone here found a case where a photographic or photostatic transcript was forged in any way?

CHAIRMAN TUTTLE: I have a case fresh in my mind. We received a photostatic copy of the record of a student not less than three or four weeks ago, which because I happen to know very well the form used by the institution, looked

peculiar. We sent it back to the institution and found that it was false. Evidently the student having received the original transcript of his record, had cut off the heading and the registrar's signature, inserted certain additional credits, pasted the whole thing together and had it photographed.

I have been asked to call for a show of hands on this question: The number of registrars who have detected false credentials submitted during the past twelve months.

Forty-eight hands were raised.

CHAIRMAN TUTTLE: I think it would be of great interest, in view of the large show of hands, to have brief statements from several institutions as to the practices they follow in attempting to guard against this matter.

MRS. MARY W. HAGGARD (Vanderbilt University, Nashville, Tenn.): To every student accepted, I send a permit to enter and a duplicate of it to send to the principal or to the registrar, showing the units which have been allowed.

CHAIRMAN TUTTLE: That is, a statement of your permit to enter goes back to the institution that issues or supposedly issues the transcript.

MRS. HAGGARD: A duplicate of that.

CHAIRMAN TUTTLE: And if they wish to do so, they may check that with their record and see if it is correct.

MRS. HAGGARD: Yes. If I don't hear from them, I know it is correct.

MISS EDITH D. COCKINS (Ohio State University, Columbus): Where the student asks for a copy of his record we have eliminated the letter of the statement of honorable dismissal. When he presents that copy to another institution immediately the inquiry comes back: Is the student entitled to a letter of honorable dismissal? And we have found that answers many questions.

We have not used the photostatic form of transcript. My transcript clerk told me the other day that a student who is applying for admission to medical schools said he

wanted to apply to twenty medical schools and he was going to have this official transcript photostated. I don't know how you can control that but that seems to be the danger in the photostat. If he can reproduce it it is a simple matter to present that to a number of institutions.

MR. E. B. STEVENS (University of Washington, Seattle): We have adopted this practice lately: We accept from the student only the record which he brings as a tentative record. Never does the student acquire rights with us until the official transcript has come directly from the registrar of the institution from which he is transferring. That requires some additional work, but I believe that it is worth while and is justified, and I see no other way to handle it.

MR. E. J. MATHEWS: I would like to ask what the custom is in case a transcript has been issued to a student or sent to some school and then the request comes from some other school for a transcript from that student. Do you issue that transcript without additional charge? Do you charge the school? Or do you handle it in some other way?

MR. STEGGERT: I have two form letters to cover a situation of that nature. If it is the second or subsequent transcript to be sent out, I have one letter that goes to the student telling him that his request has been received and upon the receipt of the fee of a dollar the transcript will be sent to the institution mentioned. I also send a form letter to the institution saying that the transcript has been requested and that I have notified the student of the fee to be charged and as soon as it comes into the office the transcript will be sent out. I have found that works out very nicely.

CHAIRMAN TUTTLE: Are there any other institutions or representatives of institutions who would be willing to tell us practices they have followed in an endeavor to check back on credentials?

MR. IRA M. SMITH (University of Michigan): I think the other day we had read before us a letter concerning one particular case. I wonder if it would be proper for the forty-eight or fifty receiving false credentials within the year to forward a little note to the person or the institution to which that boy or that girl may wish to go. Could we circularize this body with that type of report?

CHAIRMAN TUTTLE: I think certainly all members of this Association will do everything they can to protect the other fellow.

Probably one element in the discouragement of this practice is the penalty which may follow, in the case of the individual who forges or attempts to force a credential or submits false credits of one kind or another. It might be worthwhile to spend a moment on the question of what penalty should be meted out to the student from whom a false credential is received.

SECRETARY STEIMLE: That has occurred a few times in connection with the Michigan State Normal College of Ypsilanti, a teachers' training institution. We reported the name at once to the License Bureau of the State Department and that answered the question so far as that teacher was concerned, with regard to teaching in the state of Michigan.

MR. CAREY E. MELVILLE (Clark University, Worcester, Mass.): Another thing that may put others on guard occurred through an inquiry from the superintendent of schools of North Carolina as to whether a certain gentleman who had an A.B., an A.M. and a Ph.D. from our institution was the man whom he represented himself to be. The credentials were unquestionably genuine. We found, upon examination, that a certain Thomas J. Brown in some way secured the credentials of Thomas I. Brown and was sailing under them to positions in school systems. The possibility of substitution is not unknown perhaps.

CHAIRMAN TUTTLE: I am sure it is important in this respect to be familiar with the names and if possible the

signatures of registrars in the different institutions. You all have now a very complete list, published recently in the bulletin of this Association, of the names of registrars in various institutions.

Not long ago I received from a superintendent of schools in a Southern state a request for the transcript of a certain individual who he said was a graduate of the University of Illinois. We searched our records and found no such man. We made further inquiry as to the name and the information came back that the name as originally submitted is correct, that this superintendent was absolutely sure that this man was a graduate of the University of Illinois because he had a letter from a registrar of the University of Illinois, Mr. G. E. Black.

I informed the gentleman that not now or at any past time had there ever been a G. E. Black registrar of the University of Illinois. I found out later that for some period of time this person had been engaged as teacher in the schools on the basis of a statement on plain stationery, signed by Mr. G. E. Black, University of Illinois, to the effect that he had a degree.

The time for discussion of this subject is up. We must pass to the next, "Need of More Adequate High School Credentials." This subject will be introduced by Mr. J. F. Mitchell, Registrar of Kansas State Teachers College, Pittsburgh, Kansas.

MR. J. F. MITCHELL: Mr. Chairman, Ladies and Gentlemen: I am to talk on what we will do about getting more data concerning the freshman as he comes in. I have found quite a little difficulty in getting complete data concerning the scholastic record of freshmen in many cases.

My first question is: How can opposition to giving complete data be overcome? That is scholastic data.

The next important thing that I am trying to get at is how to get more data, instead of just getting the actual data that is on the ordinary transcript.

My second question is: How can more information be

obtained when there is opposition to the limited amount we do get?

The third question is: Since we need more than scholastic records, what personal data should be obtained?

The fourth question is: If you get personal data, is that personal data kept confidential? I would like to have some of these questions answered.

CHAIRMAN TUTTLE: Mr. Mitchell is asking to have certain specific questions answered with reference to this topic. How can opposition to giving data be overcome? This relates to information with reference to high school credentials.

MR. MITCHELL: Particularly scholastic data.

MRS. GRETCHEN M. HAPP (The Principia, St. Louis, Mo.): We follow the custom of having the transcript sent direct from the high school. If after a sufficient time elapses we do not receive the transcript, we write the second time to the school and also to the parent, saying that we have not received the information and would appreciate their assistance. That usually brings the transcript quickly.

MR. IRA M. SMITH (University of Michigan): I would suggest that you take the matter up with the National High School Principals' Association. They have adopted a uniform blank which, if filled out properly, will give you the scholastic information which you may desire, except that that blank does not call for the number of failures and the courses failed.

MR. S. J. McCracken (Colorado Agricultural College, Fort Collins): The blank has a place for all subjects that have been taken. It is true that some principals do not put on the subjects that students have failed in.

I might say that at the request of the high school principals, at their state meeting this spring, the registrars of the various institutions in Colorado are to have I think two hours at one of the sessions to explain the problems which they feel are mutual problems. One of the things



that is to be mentioned at that time is to request the principals to always put on these blanks the subjects which have been failed as well as the subjects which have been passed. I think that is a matter that is going to help a good deal—this friendly coöperation between representatives of the colleges and the principals of the high schools, so that we can mutually understand each other's problems.

CHAIRMAN TUTTLE: The second question is "How can more data be obtained where there is negligence in giving what the ordinary blank calls for?"

I suppose an illustration of that might be the case of the principal who sends in a statement omitting entirely the length of recitation periods.

MR. MITCHELL: Yes, occasionally you receive transcript with just the name and the subjects and nothing else.

CHAIRMAN TUTTLE: What is the answer to this second question?

MR. IRA M. SMITH: The education of the high school principal.

MR. MITCHELL: How do you do it?

MR. SMITH: Through the National Principals' Association.

DR. JONES: There is one more thing. In our experience, if you can convince the principal you are really going to use the data you ask for, his attitude toward giving them to you is very different than if he thinks the record is going to be put in cold storage and nobody will ever look at it.

CHAIRMAN TUTTLE: I think that is quite correct.

I expect there is very much less difficulty at the present time so far as high school credentials are concerned than there formerly was. I think that very generally high school principals fill our willingly the standard blank, the uniform blank or any similar blank, which registrars send out.

The third question is: What personal data should we get? This is a question which is very much under discussion now, and it is also one which is going to require of the high school principals the submission of much more data than we are asking for at the present time. I wonder who will tell us just what personal data we should get.

MISS EMILIE B. CASS (Rollins College, Winter Park, Florida): I have several blanks. One is the application blank; another is a blank which the students are to fill out, and a third is a blank that the parent is to fill out, and so on. Also there is a questionnaire for the student to fill out under the supervision of the principal or superintendent or some reliable person, and on that are five or six places for people's names to whom to write in regard to the students. We have used the system for a couple of years and find it is very satisfactory. When the student comes in we feel as though we knew something about him.

CHAIRMAN TUTTLE: Should the personal data be kept confidential? Just what do you mean by confidential Mr. Mitchell?

MR. MITCHELL: I mean that the personal blank should be filed separately from the scholastic record where it will not be seen by the student if he should come in to find out about his record.

CHAIRMAN TUTTLE: Is there any further discussion of these questions?

If not, we will pass on to the next topic, which is "Registration and sectioning." This topic will be introduced by Miss Mary Taylor Moore of North Carolina College for Women.

MISS MARY TAYLOR MOORE: It seems that the question assigned to me is one that has been discussed in detail from time to time in this organization, and it is a matter of variation in method rather than a real matter for debate.

I will give as little time as possible to the actual subject of registration, giving more time to the sectioning part.

We use registration as entirely a coöperative matter. Every member of the faculty, except the women in the residence departments and the stenographers, takes part. The part each faculty member is to take is assigned definitely several days ahead of time and the same person does the same thing from year to year so far as possible.

For convenience in installing the registration machinery, we separate, as I suppose most of you do, the freshmen from the upper classmen. We register 500 to 600 freshmen in three to four hours on the first day. On the second day we register the upper classmen, from 1,100 to 1,200, taking practically all day for that.

All registration is done in one building. The sectioning is done in one room, a large gymnasium. We install a row of tables and arrange the departments alphabetically at these tables having each one designated properly. Each department is responsible for sectioning its own courses. As far as possible the instructor of each class does the sectioning, because we have found the instructor is more careful than anybody else to get the sections right.

Before registration we send from the office a rather stern letter, saying no changes will be made in the size of sections after registration, and if they don't get the sizes right they will have to remain that way. Of course, everyone knows that can't be held too literally. But it is true that since the first year or two we have rarely had to make changes. The size of a section is limited to thirty, and if the instructor admits more than that number she has to pay the penalty for she must teach the class.

These section clerks, as we call them have sheets or section lists with room for thirty names on each sheet. These sheets are prepared in the registrar's office. At the head of the sheet is all the necessary information, such as: English 11, Section K, the room, the building and the hour, and the instructor. So the person who does the sectioning has all the information about the section before she begins work.

In large classes, such as freshmen and sophomore

English, French, and History, where the number of sections run from fifteen to thirty, the person in charge of the class has general supervision of the sectioning with all the necessary help. Of course, the work has to be subdivided somewhat, though one person is definitely responsible.

The student goes into the sectioning room with her course for the year made out and signed by the instructor on one coupon of her registration blank. On the coupon is simply the number of the course, such as, English 1, French 3, Mathematics 1, but no section and no other information for the student. The student then presents her registration blank to the section clerk for the class which has the smallest number of sections of any on her schedule. She has been given that information in advance on a mimeographed sheet showing one-section courses, two-section courses, three-section courses, and so on, with the statement that the courses with the smallest number of sections have precedence on the schedule, so the student theoretically goes first to the department in which she has a class that has only one or two sections. That is put on her schedule by the clerk in charge of that section.

The clerk writes on the student's schedule the number of the registration period, class room, instructor, and so on, and on her section list the name of the student. This section list having the names of all students registered shows the size of the section so that at any time the instructor knows exactly how many are enrolled in that section. By experience and practice we have found that it is quite possible to keep Freshman English, which has the largest number of sections comparatively even as to section enrollments.

Theoretically the students do not have a right to choose their instructors. In practice if a student states a preference and if the size of the section allows, she is given that instructor. Of course, there are many courses with only one section in the upper classes, but before we adopted this plan the classes of the first and second years were in

confusion at the end of two days, but now we have very little confusion. We have found at the end of a day and a half of registration time practically every student is ready to begin her work and practically all classes are in shape.

We find our previous registration gives us some idea of the number of students who will be in the courses so we can make the number of sections necessary. That, of course, is not a definite thing, but just something on which we may begin to work. Sometimes we find that some sections are not needed, and of course occasionally we have to abandon a small section or two. In cases where it looks as if the registration might run over the number of sections provided, we try as far as possible to arrange a new section on registration day.

We do have sectioning according to ability to some extent. In the three largest courses—English, French and History—we place the highest and lowest in separate sections and the great mass in the middle sections, but the departments having those upper and lower sections have lists of students which their own departments have prepared showing the placement tests, tests given by the high schools in February, the high school grades, and so on. They have lists of the students who will be placed in the lowest classes and those who will be placed in the highest classes. The student registering in English goes first to the person at the end of the line who has those lists. If her name is on the list and it is indicated that she should be placed in a slow section, the person in charge of the list indicates the part of the table at which those sections are being checked, and the student goes there. Of course, it is the same with the higher student.

We have found by throwing the responsibility as far as possible on the department concerned the machinery works pretty well, and at the end of the time we are practically ready to begin the work of the semester.

CHAIRMAN TUTTLE: There are two questions, I take it, that are raised particularly by Miss Moore's statement.

At least, her statement may be put in the form of these two questions:

1. How can we best prejudge the size of our various classes? This, of course, is a most important subject, since I take it we engage our faculty to teach and do not care to engage more persons than will be needed.

2. How to get the registration within the sections of a class fairly even during the registration process.

Miss Moore has suggested that at her institution the responsibility for this is placed with the various departments on the theory that they are the ones most concerned and most interested in seeing to it that their classes are even. There are probably other methods employed in other institutions. The matter is now open for discussion.

MR. G. W. LAMKE (Washington University, St. Louis, Mo.): I would like to ask a question in this connection. On our schedule of courses we publish the names of the instructors of the various sections. It is rather surprising to learn how quickly, even before the students enter the university, they learn who are the more popular instructors. These students want naturally to get in the section with the popular instructor.

I have been thinking of omitting the names of the instructors of the courses, where there is more than one section, and just arbitrarily assigning students to the sections.

I wonder if there are any others in the audience who have the same difficulty?

MR. H. H. ARMSBY (Missouri School of Mines and Metallurgy, Rolla, Mo.): We had that difficulty, and we solved it by omitting the names. We found it worked very well. There is no more trouble.

MISS ELLA OElsen (University of Idaho): We had the same situation in Idaho. Some of the departments prefer to print the names and other departments do not desire to print the names. Consequently we have two practices.

CHAIRMAN TUTTLE: The College of Engineering at the University of Illinois is strongly of the opinion that the names should not be printed. The College of Liberal Arts is equally vehement in the statement that all names of instructors must be published. Consequently our scheme varies.

MISS INEZ HOGUE (Monmouth College, Monmouth, Illinois): We have found that the departments are not so successful in sectioning their classes, as some sections are overcrowded and others have very few. So we took it out of the hands of the departments. We have a faculty committee that is disinterested. A student's classes are put on his cards by his advisors, but the name of the instructor, and the hour of recitation is omitted. These are put on by the section committee.

MR. R. B. STONE (Purdue University, Lafayette, Ind.): I would like to ask a question that doesn't have to do with sectioning. At Purdue in registration we give the good students the preference of position. We attempt to divide our students according to regularity or irregularity, and give the regulars a chance to register first. The distinguished students from the previous semester register in the very first period.

That gets us into various kinds of trouble. I would like to know whether any other colleges or universities divide their students for registration on any such scheme as that. Of course, we have alphabetic subdivision under these various heads.

There is a great advantage to registration in this because the regular students go through very fast and the irregular students who make most of the trouble do not come along until later.

CHAIRMAN TUTTLE: The same difficulties, I would assume, would be present where there is an attempt to group students according to ability. It is substantially the same problem so far as the mechanics are concerned, is it not, Mr. Stone?



It is now time to pass to the next subject, which is, "Grouping students according to ability tests." This will be introduced by Sister Mary Fidelis, Rosary College, River Forest, Illinois.

SISTER MARY FIDELIS: I accepted the invitation to open this discussion not because I felt I had anything to contribute on the subject, but because I am deeply interested in it and should like to hear it discussed not from the point of view of an ideal principal but from the point of view of those who have participated in it as an actuality.

Experience furnishes me with too few facts to judge the value of the plan. At our college we administer to our entering students the American Council Psychological Test, the English and French Tests of the Columbia Research Bureau and a Religion Test prepared by our department of religion. We have not attempted to section on the basis of scores obtained from these sources, although we have used the religion test as a basis for special help classes.

These classes, each of which is limited to ten students, are intended for those whose knowledge of their religion is notably deficient. Members of these classes also take the regular course in religion provided for Freshmen. That the students find these special classes of real value is evidenced by the fact that some of the students entering the sophomore and junior years have applied for permission to attend them.

For a few years the English department exempted from Freshmen Composition those who passed the English test with a very high score. This practice has not proved entirely satisfactory, but I am inclined to think that dissatisfaction is due rather to accident than to anything inherent in the plan.

We section our chemistry classes according to previous preparation. Those who have had chemistry in high school are assigned to one group and those with no such preparation are assigned to another. The unsatisfactory

results obtained from those who offered chemistry at entrance have necessitated resectioning at the end of the first semester. Consequently I doubt the value of this plan of grouping.

At the close of the first semester we sectioned biology classes on the basis of achievement. Immediately one section was labeled inferior by the other. In a small college this is psychologically bad.

Since mathematics and Latin are not required in our institution, these subjects are elected only by those who have natural ability for and an interest in them.

Our attempts to section on the basis of ability have been on such a small scale that I should hesitate to draw conclusions from them. What has been the result of wider experience? You recall Dean Seashore's study of the problem, published in 1926. The majority of the approximately sixty institutions that answered his questionnaire were in favor of homogeneous grouping. Does the test of time confirm the report?

West Point Military Academy has been sectioning on the basis of achievement for more than a hundred years. Conditions at the Military Academy are not at all similar to those which prevail in the average American college. Consequently results obtained at West Point have little, if any, bearing on our problem.

Proceeding on the assumption that many of you have had wide experience in the matter of grouping on the basis of ability and know the advantages as well as the limitations of the system, may we have the benefit of your experience as to the best technique of applying this method of grouping?

Moreover, I should like to hear a discussion of the objectives of this grouping. Is reducing the number of failures, as some have suggested, one of the purposes?

At the meeting of the North Central Association last month the statement was made that sectioning on the basis of ability is still in an experimental stage and it has not lessened the number of failures, since the percentage of

failures has not been reduced in those institutions in which this plan of grouping is in operation.

Or, as others have stated, is it the purpose of this form of sectioning

(a) To make sure that all students work at the highest natural level of successful achievement?

(b) To encourage and stimulate all students?

(c) To train individuals of superior intellect for leadership? In so doing, are we tending to develop an intellectual aristocracy?

In the past, have the great leaders of our country been men of superior intelligence according to academic standards?

If we are training those of superior intellects for leadership, then we must insure that these men receive training in the ordinary virtues of honesty, justice, unselfishness, loyalty to country, purity of life, etc., as well as in the intellectual pursuits. All agree that those of superior ability should be given every opportunity to develop, but this testing of superior ability should include testing of character. Unless along with the practice of grouping on the basis of intellectual ability there are developed standards for testing of character, we shall have created a false criterion of excellency.

My discussion has been, as I warned you, an attempt to secure from adequate and reliable sources, enlightenment and advice as to the best method of carrying out the plan of grouping on the basis of ability. In order to get a clear view of the present situation and to determine a satisfactory solution of the difficulties, may we have a discussion of the following questions:

1. What is the basis for sectioning? Is it (a) High school grades or rank? (b) Scores obtained from psychological tests? (c) Results of competitive tests in the subject? (d) A combination of these three and if so how are they weighed? (e) Is it achievement?

2. Are the sections made up of a certain number of students or a certain percentage of the class, or is the

grouping determined by the scores obtained from the tests given?

3. Does sectioning on the basis of ability require reorganization of the curriculum? Is the sequence of courses for students at different levels adjusted to meet the new situation?

4. Are groups permanent, or is there shifting during a semester?

5. Does the work of the different sections vary as to quantity, quality, and content? Do all groups follow the same order in the development of the subject? Do all use the same text? If courses vary as to quantity and content, has a student who has achieved a fair degree of success in a low section adequate preparation for entrance to an advanced course in the same subject?

6. How do you settle the question of grading? Is it possible to give just grades to the members of all sections? What scale of grading do you employ? Is there additional difficulty in grading as students are shifted from one instructor to another?

7. Does the registrar record the grades in some way to indicate the group to which a student was assigned, as well as the grade which he received? When a transcript is sent out to an institution for an undergraduate student, how is the registrar able to tell the whole truth about that student's grade?

CHAIRMAN TUTTLE: I may say that once upon a time I visited Rosary College at River Forest, Illinois, and these questions which Sister Fidelis has given you are an example of the sort of thing I was attempting to answer all day long.

I should not like to call upon any one of you to answer in the remaining time all of these questions. I take it that they group themselves in two main parts. One would refer to the technic; the other to the objectives. Possibly we might discuss, if someone is willing to do so, the technic

which has been evolved to meet the needs of this matter of registering students by sections on the basis of ability.

It is a problem I take it of the proper adjustment of sections within departments not on the basis merely of the number of students who arrive first but on the basis of the student's prejudged ability. And that, it seems to me, raises quite a different problem of technic than is necessary in other cases.

MR. G. L. HARRELL (Millsaps College, Jackson, Miss.): In our practice we have had this for three years now in the combination of the intelligence test and the grades in high school. That is gotten from the transcript. This information is gathered before the orientation period by assistants in the registrar's office, and when the freshmen come (we have a limited number of freshmen, 150 and five sections in such classes) they can be very readily entered into these five groups.

When the test is given by the Department of Education, they call in helpers from the department who work these papers out and hand them to us on the morning of registration. These are lettered. The Department of Education, in other words, assigns the students to his section through the five divisions. At registration time the student is enrolled according to this report that has come to us as a result of this check on ability.

CHAIRMAN TUTTLE: Is there anyone else who will discuss this question?

I wonder if Dr. Jones would be willing to tell us what they consider at Columbia the objectives in their scheme of sectioning on the basis of ability.

DR. JONES: Mr. Chairman, I should say that our objectives are best identified as the second of those which Sister Fidelis mentioned, that is, putting the student in the section or class in which he can accomplish the best results. We don't section upper classmen. We do section freshmen, in most of the freshmen classes though not in all. We section them in foreign languages and in English and

in Contemporary Civilization, all of which are prescribed courses.

In English the sectioning is done as a result of placement tests. That is not so much a sectioning as a placing at a certain point in the development of the English work. The student may be allowed to omit the freshmen course in English and take an elective instead. He may be allowed to omit the first half and go into the second half. He may be required to start in at the beginning and take it all, or he may be required to go back and take an extension course to make up his weakness in English, as shown by the placement test.

The same kind of thing happens in the foreign languages. That is, it isn't so much a sectioning as placing at a certain standing in the foreign language. In Contemporary Civilization the students are sectioned on the basis of the intelligence test. We don't attempt to make the grading too fine. We put those at the top and those at the bottom in separate sections. Those that come between are sectioned largely alphabetically. The actual work of sectioning is done by the instructors in the course. They meet the night before college opens, and they have at their disposal the records of the students and the intelligence test of each one.

The student, if at the top or the bottom, is placed in a special section for his section is not changed in the course of the semester, but it may be changed at the end of the semester.

The work in the different sections, while it covers the same subject matter, is conducted by a somewhat different method. But the final examination is identical for all students in all sections. They all are required to meet the same minimum level of achievement, but whereas in the bottom section the instructor may find it necessary to devote most of his time and effort to having the student get the minimum essentials of the course, in the top section he can of course proceed in a much freer way. He doesn't have to wait for reviewing and going over so many details

and he has an opportunity to handle the subject very much more broadly.

That, I think, covers the most important features of our practice with freshmen.

SISTER FIDELIS: May I ask a question? Are any A grades given to the low group?

DR. JONES: If they deserve them. They may get an A grade at the end of the term. It doesn't often happen. I don't know whether it ever has happened.

SISTER FIDELIS: I mean, are grades assigned to the groups? Does the superior group get certain grades and the lower group get certain grades?

DR. JONES: Some of the students in the top group may not achieve as much as we had reason to expect, and some of those in the bottom do a good deal more.

MISS CARRIE MAE PROBST (Goucher College): We have fairly uniform grouping and the grades come out nearly uniform by running three groups to each section. You have three groups meeting at the same time. The only difference is in instructors and in rooms. You may shift a good student from group three up to group two or a poor student from group one to group two.

We have a great many shifts in French at the beginning of the year because of the large diversity of preparation and inability to determine the uniformity without trying them out in classes. So there are a great many shifts, but our shift in groups occurs within almost the first two weeks. Very seldom is there any shifting in groups after the first two weeks.

MR. D. A. SHIRLEY (West Texas Teachers College, Canyon): Isn't there a possibility of the lame duck never becoming anything else? Doesn't it damn that group to put all of them together in one group and not let them come in contact with the others?

DR. JONES: Mr. Chairman, of course, a lame duck ceases to be a lame duck if at the end of the semester he has shown that he never was a lame duck.



CHAIRMAN TUTTLE: We will have to pass to the next topic, which is, "Length of Registration Periods." This will be introduced by Mr. G. W. Lamke of Washington University, St. Louis, Mo.

MR. G. W. LAMKE: Mr. Chairman and Fellow Registrars:

My feeling is that registration, if properly organized, can be completed in two or three days. We take a week. The reason we take a week, however, is because the treasurer's office does not seem to be able to handle the job in a shorter period. In growing from a somewhat small institution to a fairly large one, the treasurer's office has maintained the same system of collecting fees that we have had for the last twelve or fifteen years. Recently, however, there has been some change at the institution, and we have a new treasurer, and the prospects are now that we may complete our registration in three days. I expect to use three days because our university opens on a Thursday and we will then use the first three days of the week for registration.

In general, I would say that the length of the registration period is determined entirely by local conditions. It does not seem desirable when the institution is located in a small town to have a very long registration period. The students can all get there at a certain time and can be put through the registration period quite promptly. In a large city where seventy per cent perhaps of the students are local, it is a very simple matter to arrange an alphabetical system of registration and take the students through the longer period because they are on the ground.

I should like for my own information, and if Mr. Tuttle will allow it, to have a show of hands of those institutions that take a longer period than three days for registration.

About six hands were raised.

CHAIRMAN TUTTLE: The subject is open for discussion—the length of registration period.

MR. J. S. DOBYNS (Southwestern State Teachers College, Weatherford): We have approximately 1,000 stu-

dents, just a few less, and we use three days of freshmen week. Part of that time, of course, is given over to conferences. We take a half day for freshmen registration, one afternoon, opening at one and closing at five. As far as our office is concerned, it takes about two hours to run that group through. We had this year about 425 freshmen.

The next day we use for the other classes. We open at eight and close at five. It doesn't take a full day, but we don't feel that we can close. There are always questions to answer, and we feel that that length of time is sufficient. It is all we need.

Of course, it depends on how many students you have. But we have been considering shortening it. I wonder what the factor is that makes some use two or three days where they have the same number of students.

CHAIRMAN TUTTLE: Will someone answer that question?

MR. D. L. RICH (University of Michigan): In our institution it is not the treasurer's office that holds us back but the sectioning. The maximum speed we can get is about 200 per hour. It runs over a thousand students a day. Even that is a good many days. The sectioning is the neck of the bottle with us.

CHAIRMAN TUTTLE: The next topic, which is the last one, is "The Registrar's Part in Curriculum Building." This will be introduced by Mr. G. N. Harward, Oklahoma Baptist University, Shawnee, Oklahoma.

#### THE REGISTRAR'S PART IN CURRICULUM BUILDING

I wish to thank Mr. Tuttle for his assistance in helping me to locate myself with reference to my extreme ignorance. Before accepting a place on this program, I had some very definite ideas about the nature of the curriculum and the Registrar's part in the construction of the curriculum. I am somewhat doubtful now about the validity of my judgment concerning these questions.

In order to check up on some of the prevailing practices among Registrars, I mailed out questionnaires to fifty-two active and influential Registrars and received replies from forty-three. The questionnaire contained two questions; first,—what part do you have in curriculum building in your institution; and second, what reasons, for or against, do you advance for the Registrar's participation in curriculum building.

The replies contained a great variety of contradictory, but suggestive information. I was surprised to find that in many of the larger institutions the Registrar has a very small part, if any at all, in building the curriculum. I found that twenty-four out of forty-three replying had no part in curriculum building in their institution. The list of schools in which the Registrars have no part in curriculum building includes such universities and colleges as California, Colorado, Florida, Idaho, Kansas, Minnesota, Missouri, Nevada, New York, Oklahoma, Tennessee, Virginia, Central State Teachers College, Edmond, Oklahoma, Texas A. & M., George Washington, Bucknell, University of Pennsylvania, Mt. Holyoke, Smith College, Peabody College, Vassar, Pittsburgh, Carleton College, and Oklahoma A. & M. The foregoing situation seems to bear out the opinion of Mr. Charles E. Friley who says:

"In large institutions, there is no particularly good reason why the Registrar should concern himself with curriculum building beyond furnishing desired information. The Registrar who is awake to the peculiar opportunities afforded by his office for administrative research in higher education will usually have no time to devote to such work as the development of the curricula; and it is questionable whether he should make this his major concern."

It seems to be a question as to whether the Registrar should have any part at all in curriculum building. Mr. Tuttle once said: "I doubt if anyone will differ greatly with me if I assign to the Registrar as a fundamental basis upon which he operates and the field within which his major activities lie, the admission of students and the

keeping of the educational records of the institution." Mr. R. M. West says that curriculum building is a function of the teaching faculty and unless the Registrar is also a member of the faculty, he sees no reason for his participation in the curriculum building. Mr. I. W. Canada of Missouri says that the formation of the curriculum seems more properly a function of separate faculties, and that in his judgment it would be difficult for a Registrar to keep himself well informed of the latest trends and practices of all schools and colleges making up a university. Miss Louise Sissa of Nevada says that she sees no necessity for the Registrar to participate in curriculum building.

On the other hand, the questionnaire revealed the fact that fourteen of the forty-three were actively associated in forming the curricula of the various schools in their institutions. This list includes such universities and colleges as Arkansas, Iowa, Michigan, Nebraska, North Carolina, Texas, Utah, Washington, Wyoming, Texas Christian University, Wake Forest College, Ottawa University, Oklahoma City University, Tulsa University, Washington and Lee University, Drake University, Emory University, University of Denver, and Southern Methodist University. It is interesting to note the ways in which these Registrars are related to the various organizations so as to secure for them a part in curriculum building. Registrars were serving the following ways: Member of Faculty, 6; on Curriculum Committee, 5; on Administrative Council, 3; member of Cabinet, 1; special committee, 2; University Senate, 1; rank of Professor, 1; member of Junior College Committee, 1; Committee on Courses of Study of the College of Liberal Arts, 1; Faculty Council, 1; works with Curriculum Committee, 1; on Schedule Committee, 1; Secretary of Faculties, 1.

Are the Registrars qualified to participate in curriculum building? I find among forty-three replies Registrars holding the following degrees: Ph.D., 3; L.L.B., 1; M.A., 11; M.S., 2; B.S., 2; B.A., 18; and six undetermined. Of course Registrars understand better than any other

group of people the mockery of degrees. Miss Emma J. Scott of Drake University says that the Registrar should usually be better acquainted with standards and requirements of other schools and standardizing agencies than faculty members are. Mr. Alfred C. Nelson of the University of Denver says that the Registrar has a broader perspective of curriculum problems than many faculty members. Mr. R. E. McWhinnie of the University of Wyoming says that there is no reason why the Registrar should not be as well versed in the art of curriculum building as the Deans of the colleges or as other administrative officers.

What can the Registrar furnish that will help in building the curriculum? Several Registrars think that the virtue of impartiality is a peculiar contribution of the Registrar. Quotations from the following Registrars will make the point clear:

Mr. Thomas J. Wilson of the University of North Carolina: "He (the registrar) can see the whole institution probably in a more impartial way than can a Dean or an administrative board of a school or of the college." Miss Caroline B. Green of Mt. Holyoke: "The Registrar is not swayed by departmental interests in advising with regard to the curriculum and should have a broad outlook on the subject." Mr. E. J. Matthews of the University of Texas: "If capable, he is likely to be neutral and can be very useful in an atmosphere of departmental partisanship."

Again the Registrar can give information both from the files of his office and the knowledge he gains from contacts with practices in other schools. I quote from a few men: Mr. J. R. Robinson, Peabody College: "The curriculum cannot be divorced from such things as student load, teaching load, schedule of rooms, hours, etc., with all of which the Registrar is familiar." Mr. G. S. Patterson, Wake Forest College: "The Registrar has information in abundance at his fingers' tips." Miss Florence T. McGahey, University of Nebraska: "The Registrar has a fund of

information which the faculty members do not always have."

The Registrar understands as does no other member of an institution, the practical and personal problems of the student which is necessary information in the construction of an adequate curriculum. Mrs. Lola Covington of Tulsa University says: "Practical problems that confront the Registrar may be presented to the committee who more easily recognizes the needs that relate themselves to the curriculum. Mr. Fred E. Aden, University of Colorado, thinks that the Registrar should participate in curriculum building, especially since the tendency is for the Registrars to participate more in the personal problems of the students. Mr. E. B. Stevens, University of Washington, supports this idea, when he states that the curriculum should have the benefit of the experiences and knowledge of the officer who deals with the large numbers of entering students whose needs must be considered in constructing a curriculum. Hardly any other office has more helpful contacts. The Registrar should be qualified, if properly trained, to represent broadly the students' interests as opposed to departmental interests.

It seems that it is necessary for a Registrar to participate in curriculum building if he is to be any more than a clerk. How can a man be an intelligent Registrar unless he has a share in building the curriculum which is the heart of education? Mr. E. Tucker of Texas Christian University answers this question when he says: "The Registrar has charge of admissions. All matriculations are checked through the Registrar's office. It is very necessary, therefore, that he have some voice in the making of the curriculum so that he will know something of the import of the different subjects that are offered." Mr. E. S. Mattingly, Washington and Lee University, thinks that the Registrar should be in on all changes so that he will know what is going on around him."

Mr. H. C. Dorcas, University of Iowa, says: "As I view the matter, the Registrar will very much better under-



stand his function of registering students for the various curricula in his institution if he is present whenever the curricula are organized or revised in order to keep track of the developing judgments and final outcomes, to which he may contribute much or little.

I gave the last three quotations for the benefit of those Registrars who have had no part in curriculum building. I suspect that those fellows are as human as other people and that it would be quite a bit of satisfaction for them to get in on the faculty meetings and take a fling or two at the faculty in some of their "frequent and ill-advised revisions of their curricula," to which Mr. F. L. Kerr referred; or at the "freak legislation" mentioned by Mr. Ira M. Smith; and in the words of Miss Florence McGahey, "help in correlating the work of the various departments."

CHAIRMAN TUTTLE: I am going to ask Mr. Steimle to make his announcements.

Mr. Steimle made some announcements, after which President Grant resumed the chair.

PRESIDENT GRANT: It is my understanding that the Nominating Committee wishes to make a further report. Will Mr. Friley, Chairman, please come forward.

MR. C. F. FRILEY: Mr. Chairman, the Nominating Committee submits its recommendation for the position of Secretary of the Association, of Mr. Fred L. Kerr of the University of Arkansas.

PRESIDENT GRANT: You have heard the recommendation of the Nominating Committee. Are there any further nominations?

The motion was made and seconded that the report of the Nominating Committee be accepted.

MR. W. S. HOFFMAN (Pennsylvania State College): I move that the nominations be closed and the secretary cast the ballot of the Association.

The motion was seconded, put to a vote and carried unanimously.

PRESIDENT GRANT: The meeting now stands adjourned. The meeting adjourned at eleven-fifty o'clock.



## THURSDAY AFTERNOON SESSION

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APRIL 17, 1930

The meeting convened at two forty-five o'clock, President Grant presiding.

PRESIDENT GRANT: The first order of business is the reports of the section chairman. Mr. Quick, Chairman of Section A, Representatives of Universities, is busy with Question Box. Is there anyone who could make a report in his place? What we wish to know is who was elected chairman of the group for the next year.

MR. G. W. LAMKE (Washington University): No chairman was elected.

PRESIDENT GRANT: Mr. T. E. Steckel, chairman of Section B, Representatives of Liberal Arts Colleges.

Mr. Steckel was not present.

Can anyone tell me who was elected chairman of that group?

MR. G. L. HARRELL (Millsaps College). Miss Mary Taylor Moore was elected chairman of Section B.

PRESIDENT GRANT: Section C, Representatives of Teachers' Colleges and Normal Schools, Mr. F. B. Lee, Kansas State Teachers College.

MR. F. B. LEE: There were thirty-seven present. All of the speakers on the program were present except one. I think Mr. Steimle has the name of the chairman elected.

SECRETARY STEIMLE: Mr. John C. Hoekje, Registrar, Western State Teachers College, Kalamazoo, Michigan, was elected for next year.

PRESIDENT GRANT: Will Mr. H. H. Caldwell please report on Section D, Representatives of Technical and Professional Schools.

Mr. H. H. CALDWELL: Section D conference assembled with about twenty present. We had a somewhat brief but successful meeting, and we recommend the appointment next year of Mr. Alan Bright of Carnegie Institute of Technology, as chairman of this section.

PRESIDENT GRANT: Section E, representatives of Junior Colleges, Mr. R. J. Riordan, Crane Junior College.

Mr. Riordan was not present.

Can any member of that group give us a report?

Mr. E. J. HOWELL (John Tarleton Agricultural College, Stephenville, Texas): We had about twenty present, but did not elect a chairman for next year.

PRESIDENT GRANT: I believe it is understood in such event the President will appoint the chairman for next year, both in the case of Section E and Section A.

The Secretary will now read some messages.

Secretary Steimle read messages received from the following:

Theron Clark,  
H. W. France, Laverne College,  
F. Isabel Wolcott,  
Walter A. Payne, Chicago.

Mr. WILLIAM S. HOFFMAN (Pennsylvania State College): I move that the Secretary be instructed to convey the best wishes of the Association to these persons.

The motion was seconded, put to a vote, and carried.

PRESIDENT GRANT: May we have the minutes of the Executive Committee meeting read.

Secretary Steimle read the minutes of the meeting of the Executive Committee.

NOVEMBER 4, 1929.

A meeting of the Executive Committee of the American Association of Collegiate Registrars was held on Monday, November 4th, at the University of Buffalo.

Present: Mr. Grant, Miss Deters, Miss Yakeley, Mr. Steimle, Mr. Bright. A telegram was received during the course of the meeting stating that Mr. Hoffman would be unable to attend on account of illness.

After an informal discussion it was moved and carried that the following members be elected to honorary membership in the Association:

Miss F. Isabel Wolecott, Oberlin College.  
Mr. Walter A. Payne, University of Chicago.  
Mr. C. R. Compton, College of Wooster.

The committee as a body recommended that the fiscal year of the Association begin with the adjournment of the annual meeting, and that the billing of dues begin on November 1st.

The following report of the Treasurer was presented by Mr. Bright:

Receipts .....	\$7,470.03	Savings Account ..	\$4,124.53
Expenditures .....	3,123.63	Checking Account..	221.87
Balance, Nov. 1..	\$4,346.40		\$4,346.40

It was the sense of the Executive Committee that some financial plan be worked out for the publication of the past proceedings of the Association whereby the Treasurer will not be overburdened. Mr. Steimle was delegated to advise the editor to discuss this project with a reliable publishing house, stating that this Association will underwrite the publication and that it is to be printed and distributed in the same manner as any other good publication, the copies to be procurable directly from the publishing house rather than through the Association.

Miss Deters, in charge of the campaign for extending the membership of the Association, presented the following report: There were five new members received unsolicited into the Association and two resignations recorded. Of the sixty-two members approached for delinquent dues, twenty-two had responded to the appeal up to August 26, 1929, which was the date of Mr. Bright's last report to Miss Deters. There are 567 names on the prospective list, representing forty-six states and Hawaii, Alaska and the Philippine Islands. A special effort is being made to interest the larger Canadian institutions of which there are eleven who are not members.

It was agreed that the editor's list of members be kept up-to-date and followed in the distribution of the proceedings.

Mr. Steimle presented the Secretary's report, the committee authorizing him to prepare a statement of the duties of the editor to recommend to the next annual meeting as an amendment to the Constitution. It was suggested that the following amendment to Article IV, Section 1, be recommended at the same time: The officers shall include an editor appointed by the President.

It was moved and carried that hereafter at the annual convention no stenographers be engaged to take notes of the sectional meetings if it involved any expense on the part of the Association.

After Mr. Grant announced the appointment of eleven committees, an informal discussion was held on the make-up of the convention program. During the course of this discussion it was decided to have one group section for the Open Forum with two afternoon

periods and with two leaders, but this Open Forum would in no wise interfere with the Open Forum for New Registrars to be conducted by Mr. Gillis.

C. P. STEIMLE, *Secy.*

#### MEETING OF THE EXECUTIVE COMMITTEE

*Hotel Peabody, Memphis, Tennessee*

3 P. M., MONDAY, APRIL 14, 1930

All members present except First Vice-President E. B. Lemon, Oregon State College, Corvallis, Oregon.

Following informal discussion it was moved, seconded and carried that bulletin No. 4 of Vol. 5 be a small number and that bulletin No. 1 of Vol. 6 be the proceedings of the eighteenth National Convention.

On motion that was duly seconded and carried the committee confirmed the action of the President and Editor in fixing the price of the reprint of the proceedings of the first eight National Meetings at \$2.50.

In accordance with the authorization of the Executive Committee at its meeting in Buffalo, November 4, 1929, the following amendments to the constitution were approved to be presented to the Convention for action:

#### ARTICLE IV

Section 1. Insert as the third sentence: There shall also be an editor appointed by the president.

Section 2. Paragraph (c). Strike out "He shall have in charge the printing and distribution of the proceedings of the annual meeting." Include a new paragraph (c): It shall be the duty of the editor to print and distribute the proceedings of the annual meeting and all other bulletins published by the Association.

It was moved, seconded and carried that the fourth number of each volume contain the index of the publications of the year.

Meeting adjourned.

C. P. STEIMLE, *Secy.*

PRESIDENT GRANT: You have heard the report of the Executive Committee. Unless there is some objection, the approval of the report will also carry with it the adoption of the amendment to the constitution.

MR. E. J. MATHEWS (University of Texas): I think in amending the constitution, we ought to vote on each amendment separately.

PRESIDENT GRANT: May we then act on the proposals of the Executive Committee on amendments?

SECRETARY STEIMLE: "There shall also be an editor appointed by the President."

The motion was made and seconded that the amendment be adopted.

MR. E. J. MATHEWS: I would like to have someone state the reason for having the editor appointed by the President rather than by the Nominating Committee as in the case of the general officers of the Association. Why is it changed?

PRESIDENT GRANT: The editor's status had not been defined at all heretofore. He had been appointed by the President heretofore, and we thought it would be best to follow that custom.

Is there any further discussion?

MR. MATHEWS: Mr. Chairman, I move, as a substitute for this motion, that the editor be elected through the Nominating Committee, as in the case of the general officers of the Association.

The motion was seconded.

PRESIDENT GRANT: You have heard the motion. Is there any discussion?

MR. MATHEWS: It seems to me that the position of editor is an exceedingly important one and ought not to be relegated to the status of a mere committee appointment. Committees are appointed for the session by the President, but the position of editor is a far-reaching one, and is as important as is the president or the secretary or any other, and might well be listed as one of the officers and given the same careful consideration the officers receive. It, therefore, seems to me preferable.

PRESIDENT GRANT: Is there any other discussion?

MR. STEVENS: I will withdraw my motion in favor of the substitute motion.

The substitute motion, made by Mr. Mathews was put to a vote and carried.

MR. WILSON: I would like to move that the election which we held yesterday, in which Mr. Hoffman was elected be approved by the Association.

The motion was seconded and carried.

MR. LAMKE: I should like to ask whether or not, in making the editor of the BULLETIN an elected officer, you are making him a member of the Executive Committee.

PRESIDENT GRANT: It is my understanding that all the elected officers constitute the Executive Committee.

SECRETARY STEIMLE: Amending the first section of Article 4, to include the editor, does not change Article 5 because "the officers named in Article 4 shall constitute an Executive Committee."

PRESIDENT GRANT: The secretary will please read the second amendment.

SECRETARY STEIMLE: In Article 4, Section 2, paragraph C, strike out the line, "He shall have in charge the printing and distribution of the proceedings of the annual meeting."

Add a new paragraph to the article designated as E to read, "It shall be the duty of the editor to print and distribute the proceedings of the annual meeting and all other bulletins published by the Association."

PRESIDENT GRANT: You have heard the amendment. What is your pleasure?

MR. IRA M. SMITH (University of Michigan): I move it be adopted.

The motion was seconded.

MR. IRA M. SMITH: Does that involve the preparation of copy and seeing it through the press? In other words, should the editor be present and prepare the copy and assemble the copy, or is that still the duty of the Secretary? I am speaking of the proceedings.

PRESIDENT GRANT: That is defined in the constitution. I believe the Secretary assembles the material and the editor prints it.

MR. IRA M. SMITH: The point is: Would it not be wise to have the editor have a hand in the assembling of it? It seems to me that if he is to see it through the press, it

might be wise to have him closely associated with the Secretary in the assembling of the copy.

SECRETARY STEIMLE: "The secretary shall, with the assistance of a stenographer, keep the minutes of the annual meeting." Soon after the adjournment of this meeting the complete stenotypist's report from the Master Reporting Company will be in my hands, an original and two copies.

The original I keep in my office, a carbon copy is sent to the President for such changes and eliminations as he sees fit to make. The third carbon is cut up and sent to the various speakers and chairmen of group meetings and to any persons whose addresses were made extemporaneously. When the corrected reports are returned to my office, the changes are transcribed to the original copy and sent with all other necessary data to the editor, who finishes the job.

PRESIDENT GRANT: Does that make it clear?

MR. SMITH: Yes.

PRESIDENT GRANT: May we have the report of the Treasurer please, Mr. Bright?

MR. ALAN BRIGHT (Carnegie Institute of Technology): It is always a pleasure for the treasurer of any organization to make his report when he represents a prosperous and growing concern.

As you may know, the details of my report have been examined by the Auditing Committee. For that reason I shall not bore you with a long, detailed report, but shall give you a summary of the income and expenditures.

As you heard in the reading of the minutes of the Executive Committee, action was taken at the Buffalo meeting defining the fiscal year. The year extended from the adjournment of one convention to the adjournment of the next convention. It is for that reason that there is a good deal of overlapping in this report of mine. The receipts and also the expenditures of the two-year period necessarily are placed in this one year. For that reason, the receipts and expenditures are unusually large.



AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS  
REPORT OF THE TREASURER, 1929-1930

*Receipts*

Balance April 10, 1929 .....	\$5,708.09
Receipts from 1929 Convention Banquet .....	260.00
Receipts from 1930 Convention Banquet .....	438.00
Receipts from Convention Expense, 1929 .....	5.00
Charles E. Friley—Return of Funds advanced for 1929 Convention .....	178.72
Interest on Savings Accounts, 1929-1930 .....	150.53
Interest on Checking Account, 1929-1930 .....	21.04
Sale of BULLETINS .....	17.50
Refund of Fellowship Award .....	1,000.00
Bank Exchange .....	.15
Subscription to BULLETIN .....	5.70
Proceedings .....	35.00
Membership Dues, 1928-1929 (35 @ \$5.00) .....	175.00
Membership Dues, 1929-1930 (676 @ \$5.00) .....	3,380.00
Membership Dues, 1930-1931 (6 @ \$5.00) .....	30.00

Total .....	\$11,404.73
Disbursements .....	6,017.32

Balance April 17, 1930 .....	\$5,387.41
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*Assets*

Checking Account in Forbes National Bank .....	\$2,281.19
Less Checks #98, 99, 100, 102, 103, 104, 105, 106, 107, 108, 109, 110 .....	1,100.79
	\$1,180.40
Savings Account in Forbes National Bank .....	4,207.01
	\$5,387.41

April 17, 1930.

## DISBURSEMENTS

<i>Date</i>	<i>Payee</i>	<i>Explanation</i>	<i>Check No.</i>	<i>Amount</i>
1929				
4/29	The Addressograph Co.	Addressograph plates	31	\$1.28
5/22	Jas. H. Matthews Co.	Two rubber stamps	32	1.20
5/22	Carnegie Institute of Tech- nology	Two boxes stamped envelopes for Fellowship C.	33	16.98
5/27	Standard Printing Co.	Printing for Secretary	34	17.97
5/27	The Olympic Hotel	Banquet expense	35	277.50
5/27	Terrill Florist	Flowers for banquet	36	4.00
5/27	University of Washington	Convention tickets and programs	37	19.75
5/27	Anderson Water Tours	Convention steamer trip	38	55.00

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS 231

<i>Date</i>	<i>Payee</i>	<i>Explanation</i>	<i>Check No.</i>	<i>Amount</i>
1929				
5/27	E. B. Stevens	For cash advanced as deposit on steamer trip	39	\$25.00
5/31	The Colwell Press	2,000 application forms for Fellowship Com.	40	40.65
6/3	Mary White Bible	Stenographic work at Seattle Convention	41	211.60
6/3	L. Harry Martin	Stenographic work at Seattle Convention	42	136.40
8/1	Standard Printing Co.	For letterheads	43	21.50
8/1	Standard Printing Co.	For circular letters	44	8.00
8/5	J. H. Furst Co.	Printing Spring Bulletins	45	113.30
8/5	American Council on Education	Associate membership dues	46	10.00
8/9	Mrs. Ruth Wagner	Clerical services	47	3.00
8/12	Standard Printing Co.	Letterheads and questionnaires	48	17.25
8/23	Pennsylvania State College	Folders	49	3.12
8/23	Pennsylvania State College	Postage	50	2.33
8/23	Mrs. Eugene Dambly	Proof reading	51	6.70
8/23	Miss Susan Bloom	Typing	52	2.00
8/23	Mrs. Ruth Weber	Proof reading	53	4.30
9/4	Challinor-Dunker Co.	Billheads	54	6.00
9/4	J. Nelson Page, Business Manager	Johns Hopkins University, Fellowship Funds for Wyatt W. Hale	55	1,000.00
9/27	John Pearce Mitchell	Postage, addressing and mailing	56	38.00
10/17	Ray V. Watkins	Reading proof for editor	57	49.00
10/21	E. S. Erwin, Auditor, Stanford University	Fellowship for Wyatt Walker Hale	58	1,000.00
10/29	Mrs. Ruth Wagner	Clerical work	59	1.80
11/1	Carnegie Institute of Technology	Stamps	60	30.00
11/8	Alan Bright	Expenses to Buffalo meeting of Executive B.	61	38.33
11/8	Edward J. Grant	Expenses to Buffalo meeting of Executive B.	62	44.29
11/26	J. H. Furst Co.	Printing and binding convention proceedings	63	785.19
11/26	C. P. Steimle	Expenses to Buffalo meeting of Executive C.	64	35.02
12/6	Miss Emma Deters	For basket of fruit for Miss Yakeley	65	6.00
12/7	Ray V. Watkins	Reading proof	66	9.50
12/9	New Mexico A. & M. College	Check returned—lack of endorsement		5.00
12/11	George W. Gosser, Postm.	700 stamped envelopes for Committee on Fellowship	67	15.58
12/17	Margaret Shew	Bookkeeping work for Treasurer	68	19.80

Amount

\$1.28

1.20

16.98

17.97

277.50

4.00

19.75

55.00

<i>Date</i>	<i>Payee</i>	<i>Explanation</i>	<i>Check</i>	
			<i>No.</i>	<i>Amount</i>
1930				
1/2	Challinor-Dunker Co.	Membership cards	69	\$6.00
1/2	Addressograph Co.	Plates for Treasurer	70	1.83
1/2	Myrtle A. Stewart	Typing for Editor	71	.90
1/2	Susan B. Bloom	Typing for Editor	72	2.50
1/2	St. Viator College	Check returned—bank reported closed		5.00
1/9	University of Arizona	Check returned—no funds		5.00
1/9	Mrs. Ruth Wagner	Clerical work	73	2.00
1/15	Julius Lewin & Son	Letterheads	74	6.50
1/23	J. H. Furst Co.	Printing and binding	75	145.45
1/30	Miss Elida Yakeley	Expenses to Buffalo Meeting of Executive Committee	76	32.44
2/3	The Colwell Press	1,500 revised announcements	77	35.70
2/4	Morehead State Normal	Check destroyed in railroad wreck		5.00
2/6	Alma H. Preinkert	Refund for personal payment of dues—to be paid by U. of Mary- land	78	5.00
2/7	Columbia University	Mimeographing notice of Annual Convention	79	2.20
2/18	The Addressograph Co.	Plates for Treasurer	80	1.03
2/24	Carnegie Institute of Tech- nology	700 stamps—charge to convention expense	81	10.50
2/27	Margaret Shew	Bookkeeping for Treasurer	82	15.00
2/27	Mrs. Ruth R. Wagner	Addressing envelopes	83	1.80
2/28	Columbia University	Postage for 625 letters to college presidents—con. expense	84	13.50
3/5	Laramie Printing Co.	Binders and sheets	85	35.00
3/5	H. H. Armsby	Express charges	86	2.40
3/10	American Council on Ed.	200 copies of program	87	14.00
3/10	Pennsylvania State College	Bulletin Account	88	47.09
3/10	Susan Bloom	Typing for Editor of proceedings	89	10.25
3/10	Wm. S. Hoffman	Expenses to Harrisburg	90	16.60
3/12	Standard Printing Co.	Printing for Secretary	91	45.00
3/20	Nancy D. Baines	Secretarial work for President	92	85.00
3/21	Johns Hopkins Press	Envelopes for Com. of Educ. Re- search	93	4.88
3/25	Columbia University Press	700 copies of multigraphed letter	94	5.50
3/25	Standard Printing Co.	400 large envelopes	95	14.57
4/1	The Evangelical Press	Re-editing proceedings	96	17.82
4/2	J. H. Furst Co.	Printing and binding	97	222.73
4/7	Miss Nancy D. Baines	Secretarial services	98	10.00
4/7	Columbia University	Convention printing	99	135.27
4/7	Addressograph Co.	Plates for Treasurer	100	1.74
4/7	Margaret Shew	Bookkeeping work for Treasurer	101	15.00
4/11	J. H. Furst Co.	Printing Spring number	102	82.08
4/12	Wm. S. Hoffman	Re-editing proceedings	103	2.35
4/12	Penn State Photo Shop	Re-editing proceedings	104	3.00

# AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS 233

Amount	Date	Payee	Explanation	Check	
				No.	Amount
	1930				
\$6.00	4/14	Emma Deters	Ptg. for membership campaign	105	\$49.10
1.83	4/16	Dr. J. P. Mitchell	Ptg. for 1st report on accrediting		
.90			by state institutions	106	326.00
2.50	4/16	Hotel Peabody	Banquet	107	462.00
5.00	4/15	Irby-Harris, Florist	Banquet flowers	108	10.00
5.00	4/16	Early-Freeburg Co.	Banquet tickets	109	6.75
2.00	4/16	Merchants Sho-Card Shop	Convention signs	110	12.50
6.50					
45.45		Total			\$6,017.32

## BUDGET DISBURSEMENTS

### PRESIDENT'S OFFICE

Budget Allowance, \$175.00

	1930				
	2/15	Julius Lewin & Son	Letterheads	74	\$6.50
5.00	3/20	Nancy D. Baines	Secretarial work for President	92	85.00
	3/25	Columbia University Press	700 copies of multigraphed letter	94	5.50
2.20	4/7	Miss Nancy D. Baines	Secretarial services	98	10.00
1.03					
		Total			\$107.00

### SECRETARY'S OFFICE

Budget Allowance, \$175.00

	1929				
	5/27	Standard Printing Co.	Printing for Secretary	34	\$17.97
13.50	8/1	Standard Printing Co.	Letterheads	43	21.50
35.00	8/1	Standard Printing Co.	For circular letters	44	8.00
2.40	8/12	Standard Printing Co.	Letterheads and questionnaires	48	17.25
14.00	1930				
47.09	3/12	Standard Printing Co.	Printing for Secretary	91	45.00
10.25	3/25	Standard Printing Co.	400 large envelopes	95	14.57
16.60					
45.00		Total			\$124.29
85.00					

### TREASURER'S OFFICE

Budget Allowance, \$100.00

	1929				
4.88	4/29	The Addressograph Co.	Addressograph plates	31	\$1.28
5.50	5/22	Jas. H. Matthews Co.	Two rubber stamps	32	1.20
14.57	8/9	Mrs. Ruth Wagner	Clerical services	47	3.00
17.82	9/4	Challinor-Dunker Co.	Billheads	54	6.00
22.73	10/29	Mrs. Ruth Wagner	Clerical work	59	1.80
10.00	11/1	Carnegie Institute of Tech-			
35.27		nology	Stamps	60	30.00
1.74	12/17	Margaret Shew	Bookkeeping work for Treasurer	68	19.80
15.00	1930				
82.08	1/2	Challinor-Dunker Co.	Membership cards	69	6.00
2.35	1/2	Addressograph Co.	Plates for Treasurer	70	1.83
3.00					

<i>Date</i>	<i>Payee</i>	<i>Explanation</i>	<i>Check</i>	
			<i>No.</i>	<i>Amount</i>
1930				
1/9	Mrs. Ruth Wagner	Clerical work	73	\$2.00
2/18	The Addressograph Co.	Plates for Treasurer	80	1.03
2/27	Margaret Shew	Bookkeeping work for Treasurer	82	15.00
4/7	Addressograph Co.	Plates for Treasurer	100	1.74
4/7	Margaret Shew	Bookkeeping work for Treasurer	101	15.00
Total .....				\$105.68

## EDITOR'S OFFICE

Budget Allowance, \$1,200.00

1929				
8/5	J. H. Furst Co.	Printing Spring Bulletins	45	\$113.30
8/23	Pennsylvania State College	Folders	49	3.12
8/23	Pennsylvania State College	Postage	50	2.33
8/23	Mrs. Eugene Dambly	Proof reading	51	6.70
8/23	Miss Susan Bloom	Typing	52	2.00
8/23	Mrs. Ruth Weber	Proof reading	53	4.30
10/17	Ray V. Watkins	Proof reading for Editor	57	49.00
11/26	J. H. Furst Co.	Printing and binding convention proceedings	63	785.19
12/7	Ray V. Watkins	Reading proof	66	9.50
1930				
1/2	Myrtle A. Stewart	Typing for Editor	71	.90
1/2	Susan B. Bloom	Typing for Editor	72	2.50
1/23	J. H. Furst Co.	Printing and binding Fall number	75	145.45
3/10	Pennsylvania State College	Bulletin Account	88	47.09
3/10	Susan Bloom	Typing for Editor of proceedings	89	10.25
4/2	J. H. Furst Co.	Printing and binding	97	222.73
4/11	J. H. Furst Co.	Printing Spring number	102	82.08
Total .....				\$1,486.44

## SECOND VICE-PRESIDENT'S OFFICE

Budget Allowance, \$50.00

1930				
4/14	Emma Deters	Printing and postage	105	\$49.10

## CONVENTION EXPENSE

Budget Allowance, \$600.00

1929				
5/27	The Olympic Hotel	Banquet expense	35	\$277.50
5/27	Terrill Florist	Flowers for banquet	36	4.00
5/27	University of Washington	Convention tickets and programs	37	19.75
5/27	Anderson Water Tours	Convention steamer trip	38	55.00
5/27	E. B. Stevens	For cash advanced as deposit on steamer trip	39	25.00
6/3	Mary White Bible	Stenographic work at Seattle convention	41	211.60

# AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS 235

Amount	Date	Payee	Explanation	Check No.	Amount
\$2.00	1929				
1.03	6/3	L. Harry Martin	Stenographic work at Seattle convention	42	\$136.40
15.00	11/8	Alan Bright	Expenses to Buffalo meeting of Executive Board	61	38.33
1.74	11/8	Edward J. Grant	Expenses to Buffalo meeting of Executive Board	62	44.29
15.00	11/26	C. P. Steimle	Expenses to Buffalo meeting of Executive Board	64	36.02
105.68	12/6	Miss Emma Deters	Basket of fruit for Miss Yakeley	65	6.00
	1930				
	1/30	Miss Elida Yakeley	Expenses to Buffalo meeting of Executive Board	76	32.44
113.30	2/7	Columbia University	Mimeographing	79	2.20
3.12	2/24	Carnegie Institute of Technology	700 stamps	81	10.50
2.33	2/28	Columbia University	Postage for 625 letters to college presidents	84	13.50
6.70	4/7	Columbia University	Convention printing	99	135.27
2.00	4/16	Hotel Peabody		107	462.00
4.30	4/16	Irby-Harris, Florists	Flowers for banquet	108	\$10.00
49.00	4/16	Early-Freeburg Co.		109	6.75
785.19	4/16	Merchants Sho-Card Shop	Signs	110	12.50
9.50					
.90					
2.50					
145.45		Total .....			\$1,539.05

## COMMITTEE ON EDUCATIONAL RESEARCH

Budget Allowance, \$550.00

	1930				
	8/5	American Council on Education	Associate membership dues	46	\$10.00
486.44	9/27	John Pearce Mitchell	Postage, addressing and mailing	56	38.00
	1930				
	3/10	American Council on Education	200 copies of program	87	14.00
\$49.10	3/21	Johns Hopkins Press	Envelopes for Com. of Educ. Research	93	4.88
	4/16	Dr. J. P. Mitchell		106	326.00
		Total .....			\$392.88

## FELLOWSHIP COMMITTEE

Budget Allowance, \$100.00

	1929				
	5/22	Carnegie Institute of Technology	2 boxes stamped envelopes for Fellowship C.	33	\$16.98
25.00	5/31	The Colwell Press	2,000 application forms for F. C.	40	40.65
211.60					

<i>Date</i>	<i>Payee</i>	<i>Explanation</i>	<i>Check</i>	
			<i>No.</i>	<i>Amount</i>
1929				
12/11	George W. Gosser, Postm.	700 stamped envelopes for Committee on Fellowship	67	\$15.58
1930				
2/3	The Colwell Press	1,500 revised announcements	77	35.70
Total .....				\$108.91

## A. A. C. R. FELLOWSHIP

Budget Allowance, \$1,000.00

1929				
10/21	E. S. Erwin, Auditor	Stanford University — Fellowship for Wyatt Walker Hale	58	\$1,000.00

## COMMITTEE ON OFFICE FORMS

Budget Allowance, \$50.00

1930				
3/5	Laramine Printing Co.	Binders and sheets	85	\$35.00
3/5	H. H. Armsby	Express charges	86	2.40
Total .....				\$37.40

## RE-EDITING PROCEEDINGS

1930				
3/10	William S. Hoffman	Expenses to Harrisburg	90	\$16.60
4/11	The Evangelical Press	Re-editing proceedings	96	17.82
4/12	William S. Hoffman	Re-editing proceedings	103	2.35
4/11	Penn State Photo Shop	Re-editing proceedings	104	3.00
Total .....				\$39.77

## BUDGET SUMMARY

	<i>Appropriation</i>	<i>Disbursements</i>
President's Office .....	\$175.00	\$107.00
Secretary's Office .....	175.00	124.29
Treasurer's Office .....	100.00	105.68
Second Vice-President's Office .....	50.00	49.10
Editor's Office .....	1,200.00	1,486.44
Convention Expense .....	600.00	1,539.05
Committee on Education Research .....	550.00	392.88
Fellowship Committee .....	100.00	108.91
A. A. C. R. Fellowship .....	1,000.00	1,000.00
Committee on Office Forms .....	50.00	37.40
	<hr/>	<hr/>
	\$4,000.00	\$4,950.75
		<hr/>
		4,000.00
		<hr/>
		\$950.75



PRESIDENT GRANT: You have heard the report of the Treasurer.

MR. IRA SMITH: I move the acceptance of this report. The motion was seconded, put to a vote, and carried.

PRESIDENT GRANT: May we hear the report of the Editor, Mr. Hoffman?

MR. WILLIAM S. HOFFMAN: I have a detailed typewritten report, which I shall turn over to the Secretary and which I carefully avoided bringing here this afternoon so I would not bother you with it.

During the year five numbers of the BULLETIN were printed, one number being a hangover from the preceding year. The BULLETIN had one addition to it that didn't appear in previous BULLETINS, a department for announcements and personals. I shall be glad to receive at all times small items for this, I believe, important part of our publication, and have had more comment on that department than on any other part of the BULLETIN.

The statement of the number of volumes available since the new numbering system was started indicates that we can supply practically every demand for copies and that it will not be necessary to reprint the BULLETINS of the new series. We have practically no numbers for the ninth and tenth years of the Association, and if the project which was approved at the last two conventions for the publishing of the proceedings for the first eight annual meetings is a financial success, the Executive Committee is willing to go ahead at some future date with the publishing of the proceedings of the ninth and tenth years. It would make a volume similar in size to the one I believe you have heard mentioned once or twice since you have arrived.

I warn you that you will hear from me after you return to your offices. Before the publication was in the hands of the printer we had orders. I have a letter from my secretary, since I arrived here, indicating that the stream has not been stopped, and I look forward to a successful sale of the re-edited proceedings.

I ask for the privilege of submitting my report, which is simply a report from the printer indicating the expenditures and receipts for the year, turning that report over to the Secretary for inclusion in the proceedings of this meeting.

STATEMENT OF THE BULLETIN OF THE  
AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

From April 2, 1929, to April 7, 1930

*Receipts*

From subscriptions .....	\$45.00
From sales of miscellaneous numbers .....	35.16
From advertisers:	
J. H. Furst Co.—Vol. 4 #3, 4, 5 #1 .....	35.00
E. A. Wright Co.—Vol. 4 #3, 4, 5 #1 .....	35.00
Vi-cam Photo Co.—Vol. 4 #3, 5 #1, 2 .....	80.00
Eugene Dietzgen Co.—Vol. 4 #4, 5 #1 .....	30.00
Monroe Calculating Machine Co.—Vol. 5 #1 .....	25.00
	<hr/>
	\$285.16

*Disbursements*

Postage .....	\$17.43
Affidavit .....	.10
	<hr/>
	17.53

\$267.63

Less balance due Johns Hopkins Press, as by report April 2, 1929 .....	91.79
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\$175.84

Amounts due from advertisements:

Vi-cam Photo Co.—Vol. 5 #3 .....	25.00
Monroe Calculating Machine Co.—Vol. 5 #2 & 3 @ \$25.00 .....	50.00
Eugene Dietzgen Co.—Vol. 5 #2 & 3 @ \$15.00 .....	30.00
J. H. Furst Co.—Vol. 5 #2 & 3 @ \$15.00 .....	30.00
E. A. Wright Co.—Vol. 5 #2 & 3 @ \$15.00 .....	30.00

\$340.84

Amount due to The Johns Hopkins Press:

15% on 723 copies @ \$3.00 distributed to members of the Association .....	\$325.35
15% on subscriptions and sales of miscellaneous numbers (\$80.16) .....	12.02
	<hr/>
	337.37

Cash balance .....	\$3.47
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There were printed during the year five numbers of the Bulletin at the following cost:

Volume 4 #3—800 copies .....	\$113.30
Volume 4 #4—800 copies .....	785.19
Volume 5 #1—800 copies .....	145.45
Volume 5 #2—800 copies .....	222.73
Volume 5 #3—800 copies .....	82.08

Of the stock of back numbers we have remaining:

Volume 1 #1—204 copies.
Volume 1 #2— 63 copies.
Volume 1 #3—105 copies.
Volume 1 #4— 73 copies.
Volume 2 #1— 17 copies.
Volume 2 #2—233 copies.
Volume 2 #3—429 copies.
Volume 2 #4—478 copies.
Volume 3 #1—146 copies.
Volume 3 #2—410 copies.
Volume 3 #3—224 copies.
Volume 3 #4—312 copies.
Volume 4 #1—289 copies.
Volume 4 #2— 53 copies.
Volume 4 #3—114 copies.
Volume 4 #4—158 copies.
Volume 5 #1—136 copies.
Volume 5 #2—125 copies.
Volume 5 #3—151 copies.

Respectfully submitted,

C. W. DITTUS,  
*Manager.*

PRESIDENT GRANT: Do you accept the Editor's Report?

MR. FRED L. KERR (University of Arkansas): I move that the report of the Editor be accepted.

The motion was seconded, put to a vote, and carried.

PRESIDENT GRANT: Before going on, may I announce that very cordial invitations have been received from about ten cities, within the division where we are to meet next year. There is one or more from each of the following places:

Buffalo—The invitation from Buffalo included a very cordial invitation from Dr. Capen, on behalf of the University of Buffalo and of the Buffalo State Teachers College.

New York City.

Syracuse—Including an invitation from Syracuse University.

Atlantic City.

Toronto.

Boston.

Philadelphia.

Ottawa.

Washington.

Asbury Park.

These invitations will be turned over to the incoming officers.

Someone asked, "Which one will give us a boat ride?"

MR. HOFFMAN: Since the question has been brought before the house informally, I want to make a motion.

I am a rather young member of this organization, but I have attended every convention since I became a registrar, and I believe our entertainment here is unique. As far as I can remember or have heard from other registrars, this is the first time that the students of the institution have entertained us. I feel that all of us who went on the boat ride last night enjoyed it thoroughly, and I should like to move that a suitable resolution be engrossed and illuminated on parchment, and delivered to the Panhellenic Council of Southwestern.

The motion was seconded, put to a vote, and carried unanimously.

PRESIDENT GRANT: Dr. Jones of Columbia University I believe has a brief report to make on the matter of the examination provided by the College Entrance Examination Board for foreign students in foreign countries.

DR. A. L. JONES: I am really ashamed to get up before this convention again. I came here as a guest, and I have talked so much I am sure I will never be asked to be present at a meeting again. Mr. Smith should have made this report.

The College Entrance Examination Board had had a number of inquiries from individual institutions asking whether they could not establish some sort of examination in English which might be given to foreign students in foreign countries, so as to make it possible for colleges to which they were applying to determine beforehand whether or not these students had sufficient knowledge of English to be suitable candidates for admission. Those inquiries were received from the colleges from time to time and very little attention was paid to them.

But two or three years ago, the Board received a request from this body for the establishment of such an examination, and then they took action. The matter was brought before the Executive Committee of the Board, a commission was appointed to look into the matter and see to whether such an examination seemed to be needed and whether it might be practicable to give it. This commission included representatives from about fourteen or fifteen different colleges, including two from the Pacific Coast and including also institutions of a number of different types, so that all the interests might be represented.

That commission brought in a report recommending that the College Board establish such an examination. After the report was accepted, a committee was appointed to draw up this examination and to present to the Board a definite plan for conducting it. That committee, after working for several months, presented a plan by which an examination could be given which should test the ability of the student to read English, to write English, to understand spoken English, to speak English, to read passages of varying difficulties, and to answer questions which would show whether or not he had comprehended those passages.

Provision was made for that examination about a year ago, and the examination was given in various part of the world, in several centers of China, one or two I think in the Near East, a number in Europe. I can't name the points, but my recollection is that there were about thirty centers in all.

Most of the institutions which were most strongly interested in this matter and which were represented on the commission which drew up this plan expressed the intention, as some others have done since, of using these examinations so far as possible in connection with the application for admission from all foreign students.

The examination can't be given very often. These students will have to make their plans several months in advance and take the examination when it is offered, which will usually be early in April. I have forgotten whether I mentioned that it was given last Saturday for the first time. And it was given this early because it takes a long time to get information back and forth from places like China. The students will take the examination, the papers will be sent by the supervisor to the offices of the College Board where the book will be read. The books for any candidate will be sent on request to the college to which the candidate is applying.

The commission which drew up this plan felt that, as many of the colleges had stated, the kind of training in English which is requisite, the kind of proficiency which is necessary for a student who is entering as an undergraduate, who has to take part in the give and take of classroom discussion, must be of a different type, must be more complete, than that which might be acceptable for an advanced student who is coming to do let's say research work in botany.

Some of those advanced students, as many of us know, may come equipped with little speaking knowledge in English, but still be able to do very good work. But if a student who is not well equipped in both reading and a speaking knowledge of the languages goes into an undergraduate classroom, he is a hopeless failure from the start.

This was widely felt, and the demand for such an examination grew out of the experience of many colleges which have received applications for admission from students who wanted to enter the country as nonquota immigrant students. Those who come in that way are, of course, a special

responsibility of the college. The college is responsible to the Government for those students.

Many of us have had experience time and again with applicants who filled out an application blank in which they stated that they were proficient in English, that they could read and speak it well. At the bottom of the second page of the blank—some of you have seen the blanks of the International Institute of Education—some official, the head or some other official of the secondary school in which the student had studied, certified that he had a good knowledge of English, and on the third page a representative of the university or technical school in which he had studied certified he had good knowledge of English. And when he appeared at your desk he had to come with an interpreter because he couldn't understand English. A good many of us thought that an extremely important thing in the case of the foreign students who constitute such a problem at best. The establishment of the examination grew directly out of a resolution adopted by this Association.

PRESIDENT GRANT: I am sure we are glad to have Dr. Jones' report for record in our proceedings. Would the Association like to take any action on it?

MR. STEVENS: It seems to me this Association should extend to the Board an expression of appreciation for the work that they have done in coöperating with the colleges and universities of the country in this important matter.

I would like to move that the Secretary be instructed to convey to the Secretary of the Board this expression from this Association.

Before I sit down, I would like to say that it would be wise if all of us who are circulating literature, in the Orient particularly, should call attention to this examination and the necessity of arranging in advance to pass this examination on the part of those who are coming to this country to study. I am sure after hearing Mr. Smith's address in



regard to Chinese students, it behooves us all to act with this new effort.

MR. IRA M. SMITH: I will second Mr. Stevens' motion, and in seconding it I would like to state one thing further.

Dr. Jones suggested if at any time you are corresponding with a prospective student in a foreign country, it might be well for you to send a carbon copy of your letter to Dr. Fisk of the College Board.

The motion was put to a vote and carried.

PRESIDENT GRANT: Before going on with the report of the committee, Mr. Neville has an announcement to make.

MR. K. P. R. NEVILLE (University of Western Ontario, London, Ontario): I don't have to warn the Association of the difficulties that are encountered in trying to interpret Canadian credentials. Most of you along the border have run into the difficulty frequently. The difficulty has been increased by the fact that the whole educational system across the line is a provincial matter and certificates differ in various provinces, and there has been no clearing house where the details could be gathered in any one place.

Beginning in about 1925, at the instance of the Canadian Educational Association, the Department of Statistics of the Dominion Government started to assemble facts and gradually got to the place where they were in position to publish such summaries. I have in my hand the report for 1928, that came to my desk just a couple of days before I left. This is rather prompt for a Government report.

If you are at all interested, you can get a copy of the report by writing to the Statistician of the Dominion Bureau of Statistics, Ottawa, Ontario.

As for the Annual Survey of Education in Canada in 1928, I am sure that office would be willing to put any registrar who so desires on the permanent mailing list. Mr. Coates, in charge of the Department, is of Scotch descent. He may enforce the rule that the copy will cost 50c.

PRESIDENT GRANT: We shall proceed with the reports of the standing committees. The first one on the list is the

Committee on Educational Research, of which Mr. West is Chairman. He will report on Measurement of Student Load.

Mr. R. M. WEST (University of Minnesota): Mr. President and Members of the Association: The Committee on Educational Research has a number of items which they would like to report, and a few recommendations. The first item is Measurement of Student Load.

#### REPORT OF THE COMMITTEE ON EDUCATIONAL RESEARCH

Your Committee on Educational Research desires to submit a report and recommendations on the following projects:

- I. Measurement of Student Load.
- II. Membership on National Committee on Research in Secondary Education.
- III. Reports on Ratings of Institutions of Higher Learning.
- IV. Central Record of Research and Publications of Members.
- V. Bibliography of Important Contributions in the Field of Educational Administration and Office Management.

#### I.

##### MEASUREMENT OF STUDENT LOAD

In accordance with the action of this Association at the Seattle Convention, copies of the report describing the coöperative experiment in the measurement of full-time student load, together with a letter explaining the Association's action, were transmitted to each of the following:

- Northeast Association of Colleges and Secondary Schools.
- Association of American Universities.
- Association of Schools and Colleges of the Middle States and Maryland.
- Southern Association of Colleges and Secondary Schools.
- North Central Association of Colleges and Secondary Schools.
- Northwestern Association of Secondary Schools and Colleges, and
- New England College Entrance Certificate Board.

Two of these organizations have acknowledged receipt of the report.

Your committee recognizes, without further argument, the futility of attempting to continue this project at the present time. It is apparent that this body, as well as such accrediting agencies as those listed, are not now sufficiently interested in modifying the existing basis of enrolment accounting. We venture again, however, to predict that the time will come when registration officials will be forced to adopt some method to provide an accurate measure of student enrolment and teaching load for both inter and intra institutional comparison.

In this connection may we call attention to some definitions adopted at the St. Louis Convention of this Association in 1922, which, in the opinion of your committee presuppose a condition which now exists in very few, if any, institutions. In our opinion these definitions are now inapplicable. It is therefore recommended:

*First*, That this Association formally rescind its action of April 27, 1922, which approved the following definitions:

“(a) The full-time regular student is a student who has completed a four-year high school course and is devoting his main time and attention during the collegiate year to study in a curriculum leading to a degree.

“(b) The full-time special student is a student who is devoting his main time and attention during the collegiate year to courses of full college and university standard but not leading to a degree.

“(c) The part-time student is a student whose main time and attention are given to some other employment and who takes courses of full college and university standard in late afternoon, evening and Saturday classes.

“(d) The summer school student is a properly qualified student who takes in residence at the institution, courses of full collegiate standard.

“(e) Extension and Correspondence students are students who in class or by mail take courses which are not of full collegiate standard.”

*Second*, That this Association reaffirm the definition adopted at the Minneapolis Convention in 1926, which reads as follows:

“A student for any purposes of measurement of college enrolment is considered to be any person who enrolls in any class of collegiate grade and pays the requisite fee.”

*Third*, That for the present, the following be adopted as the understanding of the Association:

(a) Until a satisfactory method of evaluating the terms “full-time” and “part-time” students is devised, this Association assumes that the use of those terms is open to the interpretation of the institution concerned.

(b) That a summer school student is understood by this Association to be a student enrolled in a summer school and that the term does not imply secondary school preparation other than imposed by the requirements for admission to the school in which the student is enrolled.

“(c) That the definition of Extension and Correspondence students is, for the present, left to the institution concerned, but that it is clearly recognized that such students may be of full collegiate grade.”

*Fourth*, That the Committee on Educational Research be authorized to assemble annually and to publish in the quarterly Bulletin enrolment data, data on degrees conferred and other data in accordance with such definition as may be formulated by the committee.

MR. WEST: Mr. Chairman, I move the adoption of this report.

The motion was seconded by Mr. Ira M. Smith.

MR. MATHEWS: What is your plan to call for them?

MR. WEST: The plan is to call for them the first of November. We plan to ask for the total enrollment for the previous year, enrollment to date for the current year, and the enrollment at the same time for the previous year. We will also ask for data on degrees granted.

PRESIDENT GRANT: Mr. West, am I correct in my understanding your report covers both the report of the Committee on Educational Research and the Committee on Measurement of Student Load?

MR. WEST: Yes.

The motion was put to a vote and carried.

MR. WEST: The second portion has to do with Membership on National Committee on Research in Secondary Education.

## II.

### MEMBERSHIP ON NATIONAL COMMITTEE ON RESEARCH IN SECONDARY EDUCATION

The projects and policies of the National Committee on Research in Secondary Education, on which this Association has held membership, have been affected in a measure by the establishment of the National Survey of Secondary Education, under the direction of the United States Commissioner of Education.

At the annual meeting of the National Committee, held at Atlantic City, February 24, 1930, the following resolutions were adopted:

“(a) That the National Committee on Research in Secondary Education continue its work and activities for the period of the National Survey.

“(b) That the National Committee on Research in Secondary Education accept the invitation of the United States Commissioner of Education to meet with the Advisory Committee of the National Survey of Secondary Education during the period of the Survey.

“(c) That no effort be made by the National Committee on Research in Secondary Education to collect appropriations from cooperating organizations during the first year of the National Survey, but that every proper effort be made to collect the money now due the Committee.”

Your committee feels that this is an appropriate time to consider seriously the desirability of continuing its membership in this organization.

The constitution of the National Committee states its purpose as follows:

"1. To arouse those engaged in the field of secondary education to a consciousness of the need for research and to stimulate them to purposeful research activities in this field.

"2. To initiate investigations bearing upon secondary school problems.

"3. To advise and aid in investigations initiated by other agencies.

"4. To coördinate research activities carried on by agencies interested in secondary education.

"5. To act as a clearing house of information and results pertaining to research in secondary education."

While the interests of this Association can not be dissociated from the secondary school field, it appears very doubtful to your committee whether from the nature of our organization we are entitled to representation on the National Committee. It appears even more doubtful whether we are justified, with the limited funds at our disposal, in continuing to contribute to the financial support of this enterprise.

Your committee, therefore, recommends that without denying interest in and coöperation with the secondary schools, the American Association of Collegiate Registrars at this time, resign its membership on the National Committee on Research in Secondary Education.

MR. WEST: I move the adoption of that resolution.

The motion was seconded by Mr. J. P. Mitchell, put to a vote and carried.

MR. WEST: The third section has to do with Institutional Ratings which have been issued for the past two or three years.

### III.

#### INSTITUTIONAL RATINGS

During the past year your committee has again prepared and distributed to each member of the Association a report on the ratings of collegiate institutions in each of the several states.

This work has been done under the immediate direction of Dr. J. P. Mitchell of Stanford University. The committee wishes again to stress the fact that the report in no way represents an independent accrediting by the Association. It is solely an attempt to assemble for our membership the statements of practice from some well recognized institution in each state.

The report, this year, was issued in printed form rather than mimeographed form, with the hope that it would prove to be more

useable and that partial revision from time to time would be possible without the necessity of reprinting the entire report annually.

The committee is cognizant of the fact that there are some errors, some omissions, some lack of uniformity of statement, and that possibly in some of the states, some institutions other than those asked to contribute the reports for their states might more properly be selected in the future. We believe, however, that this report represents a real service to the members of the Association.

Although there has been no attempt to advertise the report outside of the Association, a number of requests for copies have come from nonmembers of the Association. Twenty copies have been sold, and the committee believes that this number might be very largely increased if it seems advisable to enlarge the scope of distribution of the report.

For the coming year the Committee plans to obtain the changes in these lists from each state and issue a few sheets of corrections and additions, reprinting the entire report for any state only when the number of changes make such reprinting desirable.

No action is required on this portion.

#### IV.

##### CENTRAL RECORD OF RESEARCH ACTIVITIES AND PUBLICATIONS OF ASSOCIATION MEMBERS

Your committee proposes to establish an index of the research projects, completed and in progress, under the direction of members of this Association.

The data for this index will be obtained by annual inquiry to each member. An attempt will be made to keep a record of each project as follows:

- (a) Title of project.
- (b) Objective.
- (c) Leader or Director.
- (d) Institution.
- (e) Form in which available when completed (if published—proper reference to publication.

The list of projects presented at the Boulder Convention in 1925 will serve as a point of departure, and the information will be brought up to date as rapidly as possible.

It is anticipated that the value of this index will lie in the fact that it will afford to any member of the Association information as to what projects are under way in the special field in which he may be interested; what other members of the Association are interested in the same field of work; what has already been published in that field by members of the Association; and what material is available in unpublished form.

From the standpoint of the Association as a whole, the data will afford a basis for the formulation of coöperative projects if they appear desirable and permit of a comprehensive view of all of the

investigational work which is being contributed by members of the Association.

We recommend the approval of this central record of research and publications.

"Central Record of Research and Publications of Members"—I move the approval of this portion of the report.

The motion was seconded, put to a vote, and carried.

V.

BIBLIOGRAPHY OF IMPORTANT CONTRIBUTIONS IN THE  
FIELD OF EDUCATIONAL ADMINISTRATION AND  
OFFICE MANAGEMENT

Your committee has long recognized the importance of bibliographic work in the Registrar's field and has felt that the preparation and maintenance of such a bibliography might properly be considered a function of this committee. Although it has been impossible so far for the committee to definitely engage in this project we wish to report for the information of the Association that the Library Extension Division of the University of Michigan General Library has prepared a bibliography on college entrance and the articulation of high school and college work. Although there are no printed copies available for general distribution, the director of the Extension Division will be glad to lend a copy to any registrar who may be interested in the literature in this particular field.

Respectfully submitted,

R. N. DEMPSTER, *Johns Hopkins University*,  
I. M. SMITH, *University of Michigan*,  
J. P. MITCHELL, *Stanford University*,  
F. L. KERR, *University of Arkansas*,  
K. P. R. NEVILLE, *University of Western Ontario*,  
R. M. WEST, *University of Minnesota*,  
Chairman.

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Records of defunct institutions.

Mr. West read his report on Item V, "Bibliography of Important Contributions in the Field of Educational Administration and Office Management."

MR. WEST: Since the meeting of the committee, several of the members have suggested that for the coming year we find out what is being done in the various states with defunct institutions. We will be in a better position to report the procedure to be adopted at the next convention. So we have no recommendation on that subject at the present time.



PRESIDENT GRANT: You have heard the report of the Committee on Educational Research. Is there a motion for the adoption of the report as a whole?

MR. IRA M. SMITH: I move the adoption of the report as a whole.

The motion was seconded by Mr. J. P. Mitchell, put to a vote, and carried.

PRESIDENT GRANT: Mr. West, now will you please give us the report of the Committee on American Collegiate Registrars' Fellowship.

#### REPORT OF THE COMMITTEE ON FELLOWSHIPS

##### AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

Following the adjournment of the Seattle Convention, President Grant appointed the Committee on Fellowship as provided for by vote of the Association.

The committee was instructed to:

- “(a) Administer the fellowship fund under such rules as may be approved by the Executive Committee.
- “(b) Select fellows.
- “(c) Recommend such changes in the conditions and rules governing selection as may be necessary or expedient from time to time.
- “(d) Make such negotiations with the institutions at which fellows of the Association are to carry on their graduate work as may be necessary to safeguard the interests of the Association, and
- “(e) Either through the Association of American Universities or through the individual institutions which may be selected by the recipient of the fellowships, attempt, so far as possible, to obtain remission of tuition fees for the American Collegiate Registrars' Fellows.”

Your committee wishes to report on its work of the past year as follows:

Despite the late date on which the fellowship was authorized, it seemed to the committee to be highly desirable to make an appointment for 1929-30, if possible. Application forms were printed and distributed to all members of the Association; to the presidents of institutions on the approved list of the Association of American Universities; and to the Deans of Graduate Schools. The forms were issued on May 15, 1929, and were returnable on or before June 1st.

Twenty-nine applications were received, together with several others submitted too late or in too incomplete a form to receive

consideration. It was necessary for the committee to ballot by mail and without any opportunity for a discussion of the candidates or of the factors to be considered in making their selection. As a result of the ballot, the fellowship for 1929-30 was awarded to Wyatt Walker Hale, Registrar of Birmingham-Southern College, who has the distinction of holding the first American Collegiate Registrars' Fellowship.

Mr. Hale was born June 30, 1901, at Gadsden, Alabama. He graduated from Birmingham-Southern College in 1923 with the degree Bachelor of Science, magna cum laude, and as valedictorian of his class. In 1924-25 he pursued graduate work at Johns Hopkins University, holding a graduate scholarship in Biology. The following year he continued his graduate work at Birmingham-Southern College, receiving the degree of A.M. in June, 1926. In the summer of 1927 Mr. Hale did graduate work at Teachers College, Columbia University.

Since receiving his bachelor's degree, Mr. Hale has had administrative experience, first as secretary to the President of Birmingham-Southern College and subsequently as secretary to the Faculty, Assistant to the President, Acting Director of the Summer Session, and since 1925 he has been, also, Registrar of Birmingham-Southern College and has held membership in this Association.

Mr. Hale selected Johns Hopkins for his Fellowship study, but due to the sudden death of Dr. Buchner, just prior to the opening of the fall semester, the Fellowship was, at Mr. Hale's request, transferred to Stanford University.

Mr. Hale's thesis will deal with the junior college graduates of 1926 to 1929 and their subsequent performance in universities and four-year colleges; their assimilation, success, and aptitude. The project has the support of the American Association of Junior Colleges as well as promise of assistance from the Federal Bureau of Education. Details of the project can not be given here but in accordance with the provision of the Fellowship, at least an abstract of the thesis when completed, will be made available for publication in the Bulletin of the Association.

In response to the announcement of the second fellowship to be awarded for 1930-31, thirty applications were filed with the committee. Of this number seven had previously applied for the 1929-30 award.

Your committee at this time desires to announce that their selection for 1930-31 is Miss Marcia Edwards of Tacoma, Washington.

Miss Edwards is a native of Texas. She attended Albany College, Albany, Oregon, for one year and graduated from the College of Puget Sound in June, 1925, with the degree of Bachelor of Arts, summa cum laude. She is a member of Pi Gamma Mu, national honorary social science fraternity.

For the year following graduation Miss Edwards was employed as a reader in English and Social Science in the Tacoma public schools. The following year she served as instructor in English and French, part time in the Tacoma public schools and part time in the

College of Puget Sound. Since August, 1927, she has been Assistant Registrar of the College of Puget Sound.

Miss Edwards has tentatively selected as her thesis problem either—"An Integration Course for Seniors" or "A Study of Standards for Admission of Freshmen to the Liberal Arts Colleges." Her year under the Association Fellowship will be spent at the University of Minnesota.

The committee has designated William Harold Bell of Utah State Agricultural College as alternate.

Your committee wishes that it might in some adequate way picture to you the entire group of applicants, their qualifications, and their proposed projects for graduate study. We assure you it has been no easy and no enviable task to select a single individual from a group, any one of whom without doubt, would prove capable of productive scholarship of a type highly creditable to our Association.

The committee has based its selection on the following factors: *First*, Definiteness of purpose as evidenced by the candidates' proposed plans for work; probable thesis subject; proposed methods of procedure, and similar indications of having given serious thought to his problem.

*Second*, Applicability of the proposed thesis to the work of the Registrar and its probable value in advancing the training of the candidate in our profession.

*Third*, The probability of successful graduate work as indicated by the candidate's undergraduate record, experience since graduation, age and professional advancement, and previous contributions to the literature in the fields of educational administration or business administration.

*Fourth*, Personality, so far as it can be deduced from the candidate's photograph, his own letters, letters in his behalf, from references, the positions which he has held, and the honors which he may have received.

*Fifth*, Reasonable expectation of the candidate entering upon or returning to the profession of Registrar following his fellowship year. The committee has felt that with only the one fellowship at their disposal, they were not justified in awarding it to those seeking advancement along other lines of Educational Administration.

The Committee has assumed that financial necessity of the candidate could not and ought not to be a factor in making their selection. Furthermore, it seemed fair to assume that years of experience without evidence of productive scholarship since the bachelor's degree constitutes an unreliable basis for the award.

Acceptance of this report by the Association will be interpreted by the committee as an endorsement of its policy.

Your committee desires, also, to submit the following specific recommendations:

*First*, That as a further condition to the award of the Fellowship, the recipient agrees to indicate as a sub-title, or footnote on the first page of any publication of the results of his thesis work, that

it is a report of a study completed under a fellowship grant of the American Association of Collegiate Registrars.

*Second*, That each member of the Association on receipt of the application forms for the Fellowship, assume personal responsibility for giving to the announcement as much publicity as possible within his own institution. It is highly desirable that there should be a wide field for selection. Furthermore, the proper publicity in itself will promote interest in preparation for this field of work.

*Third*, That the Association make provision for a gradual change in the personnel of the Standing Committee on Fellowships, as follows:

- (a) Increase the membership of the committee from five to six—of which two are to be appointed for a three-year term each year.
- (b) Appoint the chairman for the ensuing year from those who have already served on the committee.

For 1930-31 this means the appointment of one new member for two years and two for three years, the designation of time of expiration of appointment of the members holding over from this year.

Your committee feels that in this way desirable continuity of policy will be maintained, and at the same time there will be created an opportunity for new ideas, and better representation of the entire membership.

In conclusion may we report that there have come to the committee during the year, many expressions of interest in this project from deans of graduate schools, from presidents of colleges and universities and from others. There have come, also, some expressions of surprise and gratification that an Association such as ours should have been willing to divert from its own amusement sufficient funds to establish such a fellowship.

The committee believes that the American Association of Collegiate Registrars is fully justified in congratulating itself on having contributed so concretely, so constructively, and so generously to the furtherance of training in educational administration.

We are confident that this investment in professional training will prove to be highly profitable to the Association.

Respectfully submitted,

W. A. PAYNE, *University of Chicago*,  
 F. H. HAGEMEYER, *Teachers College, Columbia University*,  
 F. L. KERR, *University of Arkansas*,  
 JENNIE M. TABB, *Virginia State Teachers College*,  
 R. M. WEST, *University of Minnesota*,  
Chairman.

PRESIDENT GRANT: I want to thank Mr. West for his complete report.

MR. IRA M. SMITH: I move the adoption of this report.

The motion was seconded by Mr. H. H. Armsby, put to a vote, and carried.

MR. E. L. GILLIS (University of Kentucky): I would like to offer this motion: That the Executive Committee of the Association consider the advisability of publishing these theses in a bulletin of the Association.

PRESIDENT GRANT: I believe Mr. West's report indicated that.

MR. WEST: The plan I think is that the Bureau of Education will publish this.

MR. GILLIS: I merely wanted to be certain it would be available for the Association.

PRESIDENT GRANT: May we have the report of the Budget Committee, Mr. Gannett, Chairman.

MR. J. A. GANNETT: Mr. Chairman, there is no report to make, except to state that the Budget Committee has functioned in approving the budget as requested by the Executive Committee.

PRESIDENT GRANT: Is there a motion to accept the report of the Budget Committee.

MR. IRA M. SMITH: I move the report of the Budget Committee be accepted.

The motion was seconded, put to a vote, and carried.

PRESIDENT GRANT: We will now hear the report of the Committee on the Study of Recording Discipline on Transcripts, by Mr. Ira Smith, Chairman.

#### PROGRESS REPORT

Your committee on the Study of Recording Discipline on Transcripts begs leave to make only a progress report at this time.

The following letter was addressed to all the member institutions of the Association of American Universities:

"Will you please give me a statement of your practice relative to the issuance of a transcript of record of a student who has received your A.B. degree. Do you include in the transcript a complete history of the case throughout his college work in addition to the full scholastic report?"

"I find that the practice differs relative to the matter of including the full case report in addition to the full scholastic report for students who have received the baccalaureate degree. What I have in mind is particularly with reference to the action of the faculties relative to probation and the causes, dismissal, reinstatement, etc., etc. Should a complete record of such actions be included in the transcript of record issued to a graduate of your institution?

"Your reply, giving a statement of your practice and the reasons therefore, will be greatly appreciated."

The replies indicated distinct difference in practice among these member institutions. Your committee, in reviewing these replies and recognizing that there are very good reasons both in favor of and against giving a complete case report instead of merely a scholastic report on the transcripts of graduates, thought it best to take a complete poll of the entire membership of the A. A. C. R. and such a poll is now under way. A final report will be made to the Association at the next annual meeting.

Respectfully submitted,

EZRA F. GILLIS,  
H. C. DORCAS,  
(by Ira. M. Smith)  
IRA M. SMITH,  
Chairman.

April 17, 1930.

PRESIDENT GRANT: Is there any action on this report?

MR. J. P. MITCHELL: I move that it be adopted.

The motion was seconded, put to a vote, and carried.

MR. SMITH: Mr. Chairman and Colleagues, with your permission I should like to present for the proceedings a report of the Conference on Personnel Work held at Atlantic City, Feb. 21-22, 1930.

#### AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS CONFERENCE ON PERSONNEL WORK

ATLANTIC CITY, NEW JERSEY, FEBRUARY 21-22, 1930

The first general conference of the American Association of Collegiate Registrars on personnel work was held on February 21-22, 1930, in Atlantic City, New Jersey. At the first session Dr. John M. Shaw of Iowa State College and Registrar F. O. Holt of the University of Wisconsin led the discussion.

Dr. Shaw spoke on *Personnel Work in Colleges and Universities*, outlining in general the plan now in operation at Iowa State College. The work is done by the "Personnel Committee" which is composed of a chairman and a faculty representative from each of the five divisions. The work of the committee has to do with student selection, student counselors, student placement, and student records.



He reported that the Personnel Committee always kept in mind the fact that personal contact with the individuals must of necessity be maintained. He pointed out the grave danger faced by the larger colleges and universities that the individual tends to become lost in the mass. The committee attempts to keep the faculty-student relationship established by interpreting college in its entirety to the individual student and in like manner keeping the college administration fully acquainted with the individual students in their varied interests.

Mr. Holt gave a most interesting report on the *Wisconsin Coöperative Testing Program*, which gave a clear statement of the plan followed in developing a coöperative relationship between the institutions of higher learning in Wisconsin and the men in the public schools of that state.

In the fall of 1927 a committee was appointed by the University of Wisconsin and by the school men of the state to give consideration to the whole problem of the relationship of secondary education to the University.

The private colleges and the state teachers colleges were also interested in the plan,—consequently the committee was enlarged to include representatives of the University, the privately endowed colleges, the state teachers colleges, the high school principals' association and the city superintendents' association. This enlarged committee was asked to initiate a program of better understanding and for the solution of problems which concerned the entire group. The committee consulted the State Superintendent of Public Instruction who indicated perfect sympathy with the project and definitely placed himself in support of any program that the committee might see fit to suggest.

The committee did effective work. A new type of admission blank was worked out and adopted by the high school principals and higher institutions of the state. Attention was given to a marking system which should recognize the principle that there should be a distinction between a passing grade and a college-recommending-grade in high school.

A cumulative record is being worked out which will carry the school history of a student from the time he enters kindergarten through high school. A testing program involving the testing of all high school seniors of the state was established.

This testing program was carried out in the spring of 1929. The following statement is taken from the report of June 25, 1929, on the Coöperative Testing Program:

"There were approximately 17,000 seniors in the high schools of the state. About 16,600 took the tests. The tests were scored by the university and some of the colleges; all of them were checked at the university. The percentile rank of every senior who took the test was determined.

"A report was made to each high school. This report indicated the score of each student in each of the five divisions of the test, the total gross score and the percentile rank of each student. The



report to the high school also tabulated the suggestions made by each student with reference to choice of college.

"A report was made to each coöperating college. This report listed all students, by high schools, who indicated that college as an institution which might be a choice of the student. Each college was sent a complete list of such students, the report giving the scores and percentile rank of each student. No college was supplied with any but its own list.

"For guidance purposes an additional report was made to each college, indicating the names, arranged by high schools, of all the seniors who took the psychological test but who did not indicate an intention of entering any institution of higher learning. The percentile rank of each student was indicated. The suggestion was made that each institution use this list as it thought wise in offering encouragement concerning attendance at college to students whose names were on the list."

The afternoon session opened with a paper on *Personnel Work in Handling Absences* by Registrar G. B. Curtis of Lehigh University.

Mr. Curtis explained the details of a unique plan in operation at Lehigh which seems to be working out quite satisfactorily. This plan involves considerable personnel work with individual students, using the results of psychological tests and placement examinations, in addition to the usual data such as grades, attendance records, and the like.

The plan is actually working with results beneficial to the student and to the university.

The second paper of the afternoon session was given by Registrar A. Lester Pierce of the College of St. Thomas, St. Paul, Minnesota, on the general topic *The Registrar as Educational Counselor*. He explained the operation of the Bureau of Educational Counseling at the College of St. Thomas. This system has been in force at St. Thomas since September, 1928. Last year eleven students who were looked upon as wholly incapable and unfit to do college work were taken in hand and became good students.

Mr. Pierce brought out clearly in his paper that the Registrar should be a counselor for students and that the detail work of the office should be handled by expert clerical help. The Registrar who directs the recording of grades and other statistical studies has at his finger tips the information which is absolutely essential if he is going to do the proper kind of counseling.

The session on Saturday afternoon dealt with the problems of Freshman Week, or Freshman Period. Mr. F. O. Holt of Wisconsin presided. The aim was to exchange ideas regarding the merits of the orientation period plan, and the discussion of programs for this period.

At the meeting, which took the form of a round table discussion, no attempt at standardization of the freshman period program was made, nor was any move made to regulate the length. The consensus of opinion was that the student needed more time for orientation at the larger schools.

Mr. Holt read a report of statistics compiled from answers to a questionnaire sent to colleges throughout the country. Results showed that no college had instituted the Freshman period before 1923. The average length of the periods was found to be four days, with variations of from two to seven days.

There is no disposition to discontinue the practice among schools which have adopted the plan, with only three schools considering it otherwise than a success.

"Making the freshman feel at home and preparing him to start his work without waste of time" is the most satisfactory outcome of the period, according to two-thirds of the replies received.

There is a strong desire on the part of all the colleges where the freshman period system is in effect to arouse interest in the headmasters of the secondary schools so that they will prepare the incoming freshman with a background for admission and adjustment to the college.

The real value of the entire plan lies in the possibilities of maintaining the contact which the student makes with the adviser throughout his entire college career.

IRA M. SMITH.

*Ann Arbor, Michigan.*

PRESIDENT GRANT: Will the Committee on New Transcript Forms please report. Mr. Hoffman is chairman of this committee.

MR. WILLIAM S. HOFFMAN: I have appeared so often that I have asked Mr. Arnsdorf to present this report.

MR. H. G. ARNSDORF (New York University): The report of this committee is of necessity more or less informal, but we promise to make it brief.

The committee did not constitute itself a committee to consider new transcript forms but rather a committee to consider new methods and processes of duplicating old records for transcript purposes.

Several processes are in use at the present time for the reproduction of records. One of the first of these, of course, was the photostat process with which everyone is familiar. We need take no time to explain that process, other than to say perhaps that the advantage of that process is that any record may be duplicated no matter on what kind of form it may be kept.

Some of the disadvantages as compared with some of the other processes are that the photostat process is compara-

tively more expensive and it is a slower process when used to duplicate records in a wholesale way in a short period of time.

One of the newer processes that has gained considerable favor recently is the blueprint process. I understand it is being used very successfully at the University of Pittsburgh, and I have taken the liberty to ask Mr. Quick to give us some first-hand information, telling us also something about the cost and practicability.

Mr. J. G. QUICK (University of Pittsburgh): Briefly the scheme is something like this: The grades of the students, received into the office on the class cards from instructors, are transcribed onto record sheets, one sheet for each student. The sheets are either of tracing cloth or tracing paper. The entries are made in carbon ink. As fast as one book of entries is completed, the book is sent to the blueprinter. The blueprinter returns the number of copies desired for each student. One is mailed to the student, another to the dean, another to the dean of men or dean of women.

The value of the scheme is found in the fact that it is a very swift method of reproducing the grade record. Another is the fact that even though you are serving the officers of the university with the grades of students, the reports sent to those officers are copies of the original. The original is kept on file in the office.

Cost per blueprint I imagine would vary according to the location of the institution. In Pittsburgh it is  $2\frac{1}{2}c$  per print. The cost of the original master sheets ranges from  $4\frac{1}{2}c$  to  $8c$ . That is based upon an investigation I have made of the cost at home and elsewhere.

The original master sheets are kept in the books. The blueprints are prepared at the close of each semester. Each blueprint is an accumulative record of the student's course to date. As soon as a new blueprint is issued the old blueprints can be destroyed.

The particular value to the student is that every time

he receives his report he gets not the report of the semester that has just closed but an entire report of his work up to date.

MR. ARNSDORF: The blueprint process, as I understand, has also been installed at the University of Minnesota. I don't know whether Mr. West has anything to add to what Mr. Quick has said or not.

MR. R. M. WEST: All we know is not what we see in the papers but what we have learned from Mr. Quick.

MR. ARNSDORF: Another more recently adopted policy or process is the Neupos process, which has been installed recently at Michigan. I have asked Mr. Smith to be good enough to tell us about that process.

MR. IRA M. SMITH: This is merely a process which is a competitor of the Ozalid process. We know very little about it yet because we have just discovered it. All we know about it has been told by Mr. Quick. The Neupos we think will answer our purpose just a little better than either of the other processes.

MR. ARNSDORF: What is the cost of operating, Mr. Smith?

MR. SMITH: Mr. Rich of our office gathered this information and left this data with me, because he had to leave this afternoon. You can get a 100-yard roll of this at \$10.50. That will go through the process of duplication and clipping and everything else and will produce that sheet for approximately 2½c (showing sheet).

The difference between this and the Ozalid print is merely that it is a black line on a buff background instead of a rather reddish line on a buff background.

MR. ARNSDORF: That process, by the way, is a wet-dry process like the blueprint process, but I understand the print is completed in the machines. It goes through a bath and then dries and comes out complete.

MR. SMITH: It is installed on a blueprint machine and goes through quite the same process except that it is developed by chemicals rather than the other.

MR. W. M. REEVES (Phillips University): Can you duplicate typewritten work on that?

MR. SMITH: The data will have to go on a linen sheet in order to go through a blueprint process. You can type-write on a linen sheet, as far as that is concerned.

MR. ARNSDORF: As against the bath process of duplicating records, necessitating also the drying process, there is the Ozalid process, which the Pennsylvania State College has used for a number of years. You will recall, I think, that two years ago, Mr. Hoffman gave an explanation of that system. The records that are also duplicated from the tracing cloth.

I wonder if Mr. Hoffman might not explain that briefly for the benefit of new members and give us any other reactions that may have come in the last few years.

MR. W. S. HOFFMAN: This process is a competitor of the two that have been mentioned, and I am not subsidized by the Eugene Haskin Company to speak for it.

The blueprint process requires that the paper be wet and then dried. There are continuous machines which will dry the print almost instantly, but as I understand it, the machines that work continuously require the use of roll paper and that makes an added cost and inconvenience of cutting up the report.

The Ozalid process is a dry development process. The system should not be installed and I do not believe is worth the consideration of any institution with an enrollment of less than 2,000. But for an institution with an enrollment of at least 2,000 I believe it is a great time and money saver.

Records can be kept on either tracing cloth or paper. The Crane Company has developed a satisfactory paper, or satisfactory at least to Columbia University and to one or two others.

The prints are made as are blueprints. You use the blueprint machine in your engineering school. Developing can be done on a little \$15 machine, which you can keep in your office, and the occasional print used for transcript purposes can easily be developed in your own office.

The duplication of large numbers of records must be done on the machine which is rented by the Eugene Dietzgen Company. The first year's rental is \$200, and each year's rental thereafter is considerably decreased.

The School of Engineering at Pennsylvania State College had no appropriation for the renting of such a machine. I guaranteed it from my budget. They installed it. I am getting prints more cheaply than I ever got them before by sending them away, and the School of Engineering has made money by making prints for the department of grounds and buildings and for other departments.

The advantage of the Ozalid process as I see it—and I am trying to keep my ear to the ground for all these new processes because I want the best, and I believe the best is the quickest—is that I can use precut paper. Precut paper costs less, and when the print is made there is no trimming.

The one disadvantage in the Ozalid process is that it is not advisable to keep your supply of paper from one semester or quarter end to the next. If there is any disintegration or change due to any chemical process, it takes place before the paper is developed. I have seen Ozalid prints that were delivered to the members of our Association at the first time it was discussed. They are still good.

I want to tell you how we use it, to show what it will do. We have an enrollment of approximately 4,000 students. The evening that the last grades are recorded I can send the records to the Engineering School, and the next morning I have four copies of each record for delivery to the various offices that want them.

The cost is approximately the same, for an individual print, as the cost of a blueprint. But when the cost is 2c and a fraction you must look at the fraction, and I believe that you can get your Ozalid prints more cheaply.

We furnish Ozalid prints to the office of the Dean of Schoolds on cardboard. Our orders for such paper must be made early because all Ozalid process paper is prepared in Germany.

MR. ARNSDORF: I might say, Mr. Chairman, that we have during the past year experimented with the reproduction of records from paper record sheets, Crane's No. 16 Bond, having found it not practicable to place our records on tracing cloth sheets as other institutions have done.

The first results were very dismal. Then we hit upon the new processing and had our forms printed with that, and results now are fairly clearcut. With the coöperation of the Eugene Dietzgen & Company some specimen forms have been prepared and are available at the registration table where they may be seen if anyone is interested.

If further information is desired, we shall be very glad to write to anyone who may be interested. And I am sure Mr. Hoffman and Mr. Quick and others interested in other processes will be glad to do so too.

MR. F. B. LEE (Kansas State Teachers College): Mr. Hoffman states that he does not believe the process can be successfully introduced in institutions having an enrollment of less than 2,000 students. I investigated the cost of that machinery and found it was beyond our budget.

I secured an old lamp house in which I placed an arc light and put just in front of it a little wing, so I could put the printing frame down in front. The lamp house had been thrown away, and it cost me \$1.50 to get the front put on. Our carpenter made the printing frame. The printing can be made in the sun just as well as in front of an arc light.

Then I went to our laboratory and asked for a jar stand about 2½ inches in diameter, and turned it upside down over an open-mouthed bottle of ammonia. That prints very nicely, except at the end of the semester when we have some thousand transcripts to make.

In that case, I took a typewriter box and turned it up-



side down over a little stand and under the stand I had a pan of ammonia and between the sheets of Ozalid I put porous paper towels. By putting a thousand of those under the box with the ammonia in the pan, they developed over night.

So I figured that the expensive item of introducing equipment was less than \$5.

For the original, we are using a paper which we get from Keufel-Esser. It is the bond drawing paper M-90. I don't know just what weight it is. We put those into a calendar binder. The sheets are 11 x 12.

That paper does a great deal better if you have it printed with the offset; that is, if the local printer is printing it, he runs one sheet through and then prints on the draw sheet, and then runs another one through, and that prints on the back as well as the front. Then we put all our records on with the typewriter, and back of the sheet we use a brush carbon because it doesn't smear. We put the brush carbon behind and it prints on the back of the sheet as well as the front and makes it dense enough so that it prints beautifully.

It is guaranteed by the makers. Because it is pure rag stock, it will not turn yellow with age, nor will it crumble as will pulp paper.

With that equipment we have been able to do very good work. The master sheet costs 1.1c apiece, and the Ozalid paper that we are using, 11 x 12 inches, costs .9c a sheet. In the lamp house arrangement a student can print at the rate of one per minute. So we figure that our transcripts costs us 1½c apiece.

The motion was regularly made and seconded that the report of the Committee on New Transcript Forms be accepted, which was put to a vote and carried.

PRESIDENT GRANT: May we have a report from the Committee on Professional Education, of which Mr. Gillis is Chairman.

MR. E. L. GILLIS (University of Kentucky): I should like to ask the privilege of simply reporting progress at this time, and of submitting a written report next year.

MR. IRA M. SMITH: I move that we adopt the report of the Committee on Professional Education.

The motion was seconded by Mr. Wilson, put to a vote and carried.

PRESIDENT GRANT: The Committee on Registration and Introduction may have a report.

MISS CARRIE MAE PROBST (Goucher College): If the committeemen worked hard, they merely realized that registration time is always a trying time. If you grew weary in standing in line, you should remember that there could be no registration without a line. If there are mistakes in the registrations which have been published, it is because the members did not write on the cards all that they should have written and because what they did write was not legible, which is as it is supposed to be.

Very elaborate statistics have been prepared by the process of check and double check, double entry bookkeeping and all the other present popular methods. And now for the report:

#### REPORT OF REGISTRATION COMMITTEE

Total number of individuals registered .....	266
Number of institutions represented .....	217
Number of states represented, including District of Columbia .....	41
Number from Canada .....	2
Foreign representation—China .....	1

There are only eight states not represented:

Rhode Island  
Connecticut  
Delaware  
Arizona  
Montana  
Nevada  
Oregon  
Utah

The states having ten or more institutions represented are:

Illinois .....	18
Texas .....	16
Ohio .....	13
Missouri .....	11
Tennessee .....	11
Michigan .....	10

The registration has been distributed first, alphabetically; second, by institutions; third, by states. The first two distributions were displayed in visible files on the registration desk, the third was mimeographed and delivered to everyone present.

As the attendance grows larger, it would seem desirable to have some knowledge as to the number of each of the types of institutions represented. This information should prove not only of general interest but of real value in studying the types of institutions supporting these annual meetings and the fluctuations in the number of each type attending from year to year. The association is recognizing four types in its section meetings, the committee therefore suggests that the registration card of the future contain space for the registrant to indicate the type of institution he represents.

CARRIE MAE PROBST, *Chairman*.

Upon motion regularly made and seconded the report of the Committee on Registration and Introduction was accepted.

PRESIDENT GRANT: May we hear the report of the Committee on Resolutions.

MR. J. R. SAGE (Iowa State College): Mr. Chairman and Fellow Members: Your Committee on Resolutions presents the following report for your consideration:

"1. That we extend our thanks to the administrative officers and faculty of Southwestern and to the Committee on Local Arrangements for their untiring endeavors, which have contributed so greatly in making our stay in Memphis comfortable, pleasant and profitable.

"2. That we express to the citizens of Memphis and to the students of Southwestern who participated in the banquet program, our appreciation of their interest in the convention.

"3. That we express to the management of the Hotel Peabody our appreciation of the generous manner in which

the facilities and services of the hotel have been placed at our disposal.

"4. That we record our deep regret that Miss Isabel Wolcott, Mr. C. C. Compton and Mr. Walter A. Payne, all of whom have long been members of the Association, will no longer be active in its affairs.

"5. That we heartily appreciate the coöperation of the United States Office of Education in making it possible for a representative, Mr. Severin Turosienski, to attend the convention and present the exhibit of foreign credentials."

Mr. Chairman, I move these resolutions be adopted and copies of the various paragraphs or sections be sent to the appropriate persons.

The motion was seconded by Mr. Ira. M. Smith, put to a vote and carried.

PRESIDENT GRANT: We will now hear the report of the Committee on Office Forms and Filing Equipment, by Mr. Armsby, Chairman.

MR. H. H. ARMSBY (Missouri School of Mines): At the close of the last meeting, I took home with me the collection of forms which had been prepared two years previously by Mr. Hoffman. I immediately sent them out again, and I haven't seen them since. They have been to eleven different institutions since that time, and there is a waiting list of seven.

In the meantime I set about the job of trying to get a new collection which would be in such a form that it could be kept up to date, as practices change. Naturally I thought of the loose leaf system. The result of the efforts of the committee is the collection of six large books which have been on exhibit during the convention.

I asked forty-six different registrars to help make this collection. Somebody this morning mentioned 50 per cent as a good response. I got 96 per cent coöperation. I received forms from forty-three different registrars.

I combined these into the present collection, not by trying to pick out the forms I considered the best but by try-

ing to pick out all the different forms I could find. I eliminated the duplicates and near duplicates. I believe that any registrar in the country can find a form in that collection which is somewhat like the one he or she is using.

No attempt was made to indicate which was the best. Mr. McWhinnie is responsible for the actual assembling of the collection, and mounting the forms in the books. So if you like the looks of the books, if you like the arrangement of them, give him the credit. If you don't like what is in them, their contents, blame me because I selected them.

I want to say further that these forms will be available for the use of any member of the Association who wants them; if you will write and ask for them I will get them to you as soon as I can. How long that will be I can't say. It has taken a year to get them around to eleven different people. I am going to try to speed that process up in the future, and I am going to ask those of you who do get them to please finish with them just as soon as you can, because there is always somebody else waiting for them.

Upon motion regularly made and seconded, the report was adopted.

PRESIDENT GRANT: May we have, last but not least, the report of the Auditing Committee, by Mr. Hagemeyer.

MR. HAGEMEYER: "Your Auditing Committee hereby certifies that it has examined the records and accounts of the Treasurer for 1929-1930 and finds them to be correct."

(Signed) J. C. MACKINNON,  
HARRY M. SHOWMAN,  
FRANK H. HAGEMEYER,  
*Chairman.*

Upon motion regularly made and seconded, the report was adopted.

PRESIDENT GRANT: Now we come to the Question Box. Mr. Quick and his committee have worked long and faithfully and have an excellent report.

MR. J. G. QUICK: Mr. Chairman and Colleagues: In reporting for the committee, I wish to say that we are duly grateful to all who served in the arduous task of counting up the votes. The questions that you have answered are not exhausted because I presume we could go on here until midnight asking questions and calling for votes. The questions that are on this list are the ones that seem to be the most popular, the ones most in need of answering. The committee was obliged to eliminate those that did not seem to be as popular as those included.

The question was asked this morning: Are you going to have these reports mimeographed so we won't have to copy them? I regret we had to answer in the negative.

The results of Question Box are as follows:

	Yes	No
1. Do you re-register all of your students for each session? .....	160	33
2. Do you operate a system of pre-registration? .....	100	88
3. Do you pre-register your students for more than one session at a time? .....	15	169
4. Have you found mail registration practicable? .....	29	116
5. Do you operate a system of self-registration? .....	67	104
6. Do you allow undergraduate students to register after the first two weeks of a semester? .....	104	79
7. Do you enter on the permanent record advanced credits by individual courses? .....	154	24
8. Do you permit officers of student organizations to consult student records in selecting their members? ....	74	102
9. Is your office a central office of records for the entire institution? .....	175	17
10. Are your permanent records available to your faculty? .....	181	9
11. If you grade by letters, do you publish also the numerical equivalents? .....	58	112
12. Do you preserve indefinitely the original grade reports? .....	173	17
13. Do you send freshman grade reports to parents? ....	161	31
14. Do you send grade reports of probation students to parents? .....	152	29
15. Do you send grades of freshmen to high school principals? .....	139	56
16. Do you favor the receipt of grade reports from instructors on cards? .....	106	78
17. Are delayed or conditional grades considered failures if not removed? .....	165	22
18. Do you use the blueprint or photostat process of grade reporting? .....	12	179

	Yes	No
19. Do you enter disciplinary actions on transcripts? ..	102	78
20. Do you enter probationary actions on transcripts? ..	88	92
21. Do you issue transcripts directly to students? .....	87	81
22. When a student who has received advanced standing requests a transcript, do you include the credits from the other institution? .....	161	24
23. Do you favor a uniform transcript blank? .....	112	37
24. Do you charge a fee for the first transcript? .....	17	172
25. Do you withhold transcripts until all bills due have been paid? .....	170	25
26. Do you furnish advisers with evaluations of high school or advanced standing credentials? .....	117	53
27. Do you pass on freshman entrance applications? ....	167	23
28. (a) Are you responsible for the evaluation of advanced standing credentials? .....	137	46
(b) Are your decisions subject to faculty or committee approval? .....	60	95
29. Do you allow full advanced standing credit for work of barely passing, or D, grade? .....	95	79
30. Do you allow college credit for excess high school units? .....	19	163
31. Do you admit students who have attended another institution, if they have honorable dismissal, although they are not eligible to re-enter that institution because of poor scholarship? .....	71	102
32. Do you grant more than sixty semester hours' credit to graduates of junior colleges? .....	38	136
33. Do you accept transcripts directly from applicants? ..	76	112
34. Do you accept transcripts made by the photostat or blueprint process? .....	170	11
35. Do you keep the credentials of applicants who do not register? .....	148	42
36. Do you evaluate graduate or professional credentials? ..	63	96
37. Do you charge students a special fee for student activities? .....	128	59
38. Do you assess a late registration fee for undergraduates? .....	169	21
39. Is the late registration fee assessed for graduate students? .....	62	53
40. Do you charge a matriculation fee in addition to tuition? .....	110	46
41. Is a charge made for changes in registration? .....	98	87
42. Are you a member of the Committee on Graduation? ..	139	32
43. Are students allowed to count D grade courses on a major? .....	128	48
44. Do your graduation requirements include quality points as well as credits? .....	160	27
45. Are your undergraduate candidates for degrees required to attend commencement? .....	137	48



	Yes	No
46. (a) Do you have a "one-year residence rule" for the bachelor's degree? .....	170	6
(b) Does this residence rule apply to the senior year only? .....	106	54
47. Do you publish a time schedule of classes for each semester, term or quarter? .....	165	22
48. Are you responsible for the preparation of the time schedule? .....	108	77
49. Do you announce the time schedule of classes in the annual catalog? .....	37	151
50. Do you use Kardex filing equipment for the filing of current student records? .....	48	140
51. Is there a research assistant on your staff? .....	26	163
52. Do you use Findex in your office? .....	9	179
53. Have you mechanical tabulating devices? .....	29	159
54. Do you procure and keep records of all absences? ..	91	102
55. Do you penalize students for excessive absences? ....	136	50
56. Are credit hours reduced for unexcused absences? ..	64	118
57. Is scholarship considered in the removal of a penalty for excessive absences? .....	42	117
58. Are you a personnel officer in your institution? .....	79	102
59. Do you keep personnel records of each matriculant? ..	93	85
60. Do you use achievement tests? .....	76	108
61. Do you group your students on the basis of ability? ..	83	97
62. Have you Honors Courses for superior students? ....	56	123
63. (a) Do you permit dropping of courses to avoid failure to the end of the first month of the semester? ..	87	85
(b) To the end of the second month of the semester? ..	51	99
(c) At any time during the semester? .....	28	125
64. In a quality point system should a failing grade receive negative quality points? .....	91	71
65. Do you follow the policy of listing courses under two or more departments? .....	63	111
66. Have you two freshman courses in chemistry, one for students who have had no chemistry in high school and another course for those who have had chemistry in high school? .....	71	115
67. For convenience in registering students in prescribed curricula, do you employ the "block schedule"? ....	34	121
68. Is Freshman Week observed at your institution? ....	123	64
69. Do you photograph freshmen entering your institution? ..	67	121
70. Are entrance requirements waived for mature students who do satisfactory work? .....	43	131
71. Is the quarter plan in operation in your institution? ..	48	139
72. Do you require at least one year's residence before a student may join a fraternity? .....	25	115
73. Do you conduct your examinations according to the Honor System? .....	39	140

	Yes	No
74. (a) Do you use wall-size diplomas? .....	112	70
(b) Do you use small-size diplomas with folder? ....	59	73
(c) Do you contemplate a change from the larger to the smaller? .....	30	81
75. Do you prepare a job analysis of your functions? ....	49	122
76. Does your institution bear all of your expense in at- tending A. A. C. R. meetings? .....	145	43
77. Are you secretary of the faculty? .....	63	126
78. Do you edit the bulletins of your institution? .....	80	107
79. Are you enrolled for graduate work? .....	33	154
80. Do you teach any classes? .....	63	133

PRESIDENT GRANT: Are there any other questions that you would like to have put to a vote?

MR. QUICK: It might be of interest for you to know that 196 filled in the questionnaires. The committee felt very happy over the fact that there was such a splendid attendance at the sectional meetings because the larger number of votes showed more of a tendency or a preponderance of practice. We are very happy that it such a good vote, and the committee is grateful for all who participated and assisted.

PRESIDENT GRANT: I think all our business is finished. Therefore, the Eighteenth Annual Convention of the American Association of Collegiate Registrars stands adjourned.

The closing session adjourned at three forty-five o'clock.

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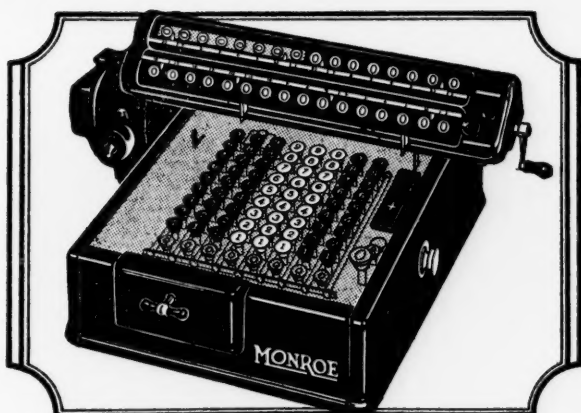
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AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS



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